



**GDRS 300
INTRODUCTION TO GENDER STUDIES
COURSE SYLLABUS
FALL 2016**

Instructor: Dr. Sharon Kowalsky
Office Location: Ferguson Social Sciences 105
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COURSE INFORMATION

Course Description:

This interdisciplinary course provides students with an introduction to the theories and methods used in gender studies. Through the examination of a variety of topics, students will explore the ways that gender shapes societies and cultures historically and throughout the world.

Course Materials:

Aulette and Wittner, *Gendered Worlds*, 3rd ed. (Oxford University Press, 2015) ISBN 978-0-19-933561-9, \$79.95. Students may use an earlier edition of this book but are responsible for determining the equivalency of assignments and any difference in content.

Any additional readings will be provided by the professor.

Student Learning Outcomes:

1. Students will demonstrate creative thinking by linking content and insights from multiple disciplines;
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organization structure;
3. Students will demonstrate awareness of societal and/or civic issues;
4. Students will understand and practice academic honesty.
5. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems) (Global Course QEP SLO)

Student Learning Outcomes 1-3 will be assessed by the final project. Student Learning Outcome 4 will be assessed by a quiz. Student Learning Outcome 5 will be assessed by a paper.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Attendance and Participation

Attendance is required and will be taken daily. Students coming in late will be considered absent. Excessive absences will impact the final grade significantly. Students are responsible for all material covered in class meetings, regardless of their physical presence in the room. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material to class. All students are expected to participate in class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. Students are especially encouraged to bring their questions to class. Both students and instructor will create and uphold an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. The attendance/participation grade will be guided by the following rubric:

A = Always prepared, frequently participates, rarely absent

B = Always prepared, participates only when called on, rarely absent

C = Usually prepared, rarely speaks, rarely absent

D = Often unprepared, several absences

F = Usually unprepared, frequent absences

Assignments

Film/Event Reviews: Students will write two film/event reviews and two short papers over the course of the semester. The film/event papers are due as indicated in the Course Schedule. These should be 2-page reviews (double-spaced, standard font and margins) of the film/event that summarizes the message of the film/event and highlights its significance.

Papers: The two papers are due as indicated on the Course Schedule. Each paper should be 3-5 pages in length, and include a thesis statement and evidence that supports that thesis. Papers should be double-spaced, with standard margins and font. Papers should have a title but no title page. Papers should cite all words and ideas that are not the student's own using a recognizable citation system (Turabian/Chicago, MLA, APA, etc.). Papers should draw from class materials and discussions but may also pull in outside research as necessary. Each paper should refer to at least two different sources. Paper topics are as follows:

Paper 1: Different societies and cultures have understood gender and sex in different ways, and these understandings have changed over time as well. In your paper, choose two contexts (these could be different time periods in the same society, or different cultural/national/ethnic contexts, although at least one must be from a society/context outside the United States) and compare and contrast their understanding of the meaning of gender and/or the role that gender plays/played in each context. Be sure to include a thesis statement that makes an argument about the nature of gender and its differences/similarities in each context. This paper should also be submitted to the student's Global Portfolio.

Paper 2: Gender infuses nearly every aspect of social life. For this paper, choose an area or topic of interest to you and explore how gender shapes that topic or issue. You may choose an issue in historical or contemporary society, and in US society or in any other society around the world. The paper must have thesis statement that sets out the argument you want to make about this particular aspect of gender relations. The paper can draw upon topics discussed in class or explore something completely different. This paper should be a starting point for the final project.

Homework Assignments: Students will complete 5 short homework assignments over the course of the semester that will prepare them for discussion on the day the assignment is due.

In each case, students should identify one example in popular media that relates to the discussion topic and bring in that media example (news story, video clip, image, etc.) along with a one-paragraph analysis of the gendered aspect of the media. The following are the topics that should be addressed in the homework assignments:

Assignment 1: Transgender Debates in US Society

Assignment 2: Gender/Sex in Advertising

Assignment 3: Gender and Title IX (College Athletics)

Assignment 4: Gender and the Military (Women, Gays, Transgender in the Military)

Assignment 5: Gender and Employment (Wage Gap, Glass Ceiling, Gendered nature of work)

Exams

Students will take two exams over the course of the semester. In-class exams will be closed book. Students should bring a writing utensil and blue book or notebook paper with them to the exam.

Final Project

Each student will complete a final project that addresses an aspect of gender in society (historically or in contemporary society). These projects will be presented both orally and visually (through a poster and discussion) during a public Presentation of Gender Studies held at the conclusion of the semester. Preparation for the final project will take place over the course of the semester and will build on other work completed. Students should choose their final topics fairly early in the semester and gear their papers toward that goal. Final projects will contain three elements: 1) a visual presentation with images and text (properly cited); 2) a 3-5 page working paper that presents the issue at hand and the students assessment of that issue (with proper citations); and 3) an annotated bibliography of at least academic 5 sources from at least three different disciplines, chosen depending on the topic (possibly including: anthropology, sociology, political science, history, biology, psychology, social work, education, etc.), that provides a substantial paragraph summarizing the author's major arguments and their importance to the current project. The paper and annotated bibliography will be submitted to the professor at the visual presentation.

Grade Breakdown:

Attendance/Participation:	10%
Film/Event Reviews:	10%
Papers:	20%
Exams:	20%
Homework Assignments:	10%
Final Project:	30%

Grading

Grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; erroneous or narrow reasoning

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B

70-79	=	C
60-69	=	D
59 or less	=	F

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing:

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers.

eCollege:

This course is web-enhanced through eCollege, the Learning Management System used by Texas A&M University-Commerce. To access eCollege you will need an internet connection, preferably high speed, and your CWID and password. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. eCollege will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, eCollege will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the eCollege site for this course on a daily basis.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with the professor is through email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). **Please come to class on time and plan to stay for the entire period.** Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class. I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and

to keep me informed of any issues you might have that would affect your performance in this class.

Late Assignments

All written assignments are due to the appropriate eCollege dropbox on the due date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a late penalty of one letter grade per day late. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments at the end of the course will result in an overall course grade of D or F.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University and the professor that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). If you are unclear about what constitutes plagiarism or academic dishonesty, please ask.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Nondiscrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Campus Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Week 1: Defining Sex and Gender

August 30 Introduction

September 1 Sex and Gender: Meanings and Definitions

Read: A&W, Chapter 1, 1-17

Week 2: Gender and Sexualities

September 6 The Continuum of Gender: Historical Perspectives

Read: A&W, Chapter 2, 18-55

September 8 Contemporary Issues: Transgender in US Society

Reading TBA

Homework Assignment 1 Due

Week 3: Gender and the Body

September 13 Sexualities

Read: A&W, Chapter 4, 93-140

September 15 Female Circumcision in Africa

"The Cut" (2009) (in class)

Reading TBA

Week 4: Gender and Its Social Meaning

September 20 The Social Meaning of Gender

Read: A&W, Chapter 3, 58-92

September 22 Performing Gender around the World

PAPER 1 DUE

Week 5: Gender and its Cultural Meaning

September 27 Popular Culture and Gender

Read: A&W, Chapter 11, 411-437

September 29 Taking on the Veil in the Middle East

Read: Susie Hawkins, "The Essence of the Veil: The Veil as a Metaphor for Islamic Women," in *Voices Behind the Veil: The World of Islam Through Women's Eyes* (2003), 93-106

(<https://books.google.com/books?id=qPQ2SkLyliQC&lpg=PP1&dq=women%20veil%20islam&pg=PA93#v=onepage&q=women%20veil%20islam&f=false>)

Week 6: Selling Sex

October 4 Advertising

Watch "Killing Us Softly" (in class)

Homework Assignment 2 Due

October 6 Prostitution and Sex Trafficking

Reading TBA

Week 7: Gender and Politics

October 11 EXAM 1

October 13 Political Issues

Read: A&W, Chapter 10, 371-410

Week 8: Politics and Crime

October 18 Voting Rights and Equal Rights Worldwide

Reading TBA

October 20 Gender and Crime, Historically, Globally, and Today

EVENT REVIEW DUE

Week 9: Gender and Education

October 25 The Learning Environment

Read: A&W, Chapter 5, 141-177

October 27 Title IX

Homework Assignment 3 Due

Week 10: Gender and the Family

November 1 A History of Marriage

Read: A&W, Chapter 7, 223-269

November 3 Family and Gender around the World

Reading TBA

PAPER 2 DUE

Week 11: Gender, War, and Violence

November 8 The Culture of Violence

Read: A&W, Chapter 8, 270-318

November 10 The Impact of War

Reading TBA

Homework Assignment 4 Due

Week 12: Gender and Violence

November 15 "The Hunting Ground"

November 17 "The Hunting Ground"

FILM REVIEW DUE

Week 13

November 22: No class. Work on Final Projects

November 24: No class Thanksgiving Break

Week 14: Gender and Work

November 29 The Global Economy

Read: A&W, Chapter 6, 178-222

December 1 The Wage Gap
Reading TBA
Homework Assignment 5 Due

Week 15: Gender and Globalization

December 6 The Global World
Read: A&W, Chapter 14, 500-520

December 8 EXAM 2

Week 16

Final Exam: TBA (Poster Presentations)