



**GDRS 200
INTRODUCTION TO GENDER STUDIES
COURSE SYLLABUS
FALL 2017**

Instructor: Dr. Sharon Kowalsky
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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:

Morris, *Conundrum* (NYRB Classics, 2006) ISBN 978-1590171899, \$15.95
Despentes, *King Kong Theory* (Feminist Press at CUNY, 2010) ISBN 978-1558616578) \$15.95
Ehrenreich and Hochschild, *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* (Holt, 2004) ISBN 978-0805075090, \$18.00

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 will be assessed by the student portfolio submitted at the end of the semester.

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

Writing Assignments

Students will submit one-two-page writing Assignments on a near weekly basis (There are 11 Assignments over the course of the term). Details of the questions to be answered are indicated in the Course Schedule below. All Assignments should follow the Writing Assignment Guidelines set out below.

Investigative Paper

Students will pick one topic discussed during the semester to expand on in a 5-6-page paper due at the end of the semester (see Course Schedule for due date). This paper can draw on the information discussed and assigned in class, but should draw on at least four additional sources from at least two different disciplines (gender studies, anthropology, sociology, history, biology, philosophy, psychology, etc.) to develop an argument about that topic. All sources used for the paper must be listed in a Works Cited/Bibliography attached to the paper.

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.

Student Portfolio

All students will create a portfolio through ManeSync for this course. This is a requirement for the Global Studies aspect of this course as well as for the course in general. Assignments that are to be included in the portfolio (indicated by an * in the Course Schedule) are to be uploaded to ManeSync and labeled "Global Course – GDRS 200 – [Assignment Name]". Students should upload documents as they are completed over the course of the semester so as not to lose track of the files to be included. Students should also add GDRS 200 to your Global Courses under "Academics" in your profile. At the end of the semester, as indicated in the Course Schedule, students will send the professor the link to their viewable interactive portfolio (click on View Portfolio to obtain the link).

Writing Assignment Guidelines

All written assignments submitted for this class will be in hard copy to the professor on the day they are due, in class. Assignments should be double spaced, in Times New Roman 12 pt or equivalent font, and with standard one-inch margins. All assignment lengths in the Course Schedule assume assignments fit the parameters set out above. All words and ideas that are not your own must be cited. Students may use any citations system they feel comfortable using—footnotes, endnotes, in text citations with works cited page, etc. Students should be consistent in their citation system. Any words or ideas that are not properly cited will be considered plagiarized and will result in failure for the assignment and possibly the course.

Grade Breakdown:

Writing Assignments	22%
Investigative Paper	20%
Exams	30%
Student Portfolio	10%
Participation/Attendance	18%

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
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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@tamuc.edu. To get started with the course, go to: <https://leo.tamuc.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
StudentDisabilityServices@tamuc.edu

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:

August 29 Introduction

August 31 What is Gender, What is Sex, What is Feminism

Read: de Beauvoir (from *Feminist Moments*) [eCollege]

*Assignment: What is Feminism? Do an Internet search and find two sources that give a definition of feminism. Write a one-paragraph summary of the two definitions that clearly sets out how each source defines the term and how the two definitions are similar or different, and provide full citations for them (full website addresses).

Week 2:

September 5 Women's Social and Political Position

Read: Friedan (from *Feminist Moments*) [eCollege]; Steinem, "Living the Revolution"

(<http://voicesofdemocracy.umd.edu/steinem-living-the-revolution-speech-text/>)

September 7 Women's Suffrage: The History

Read: Pankhurst, *My Own Story* (1914)

(<https://sourcebooks.fordham.edu/halsall/mod/1914Pankhurst.asp>); Declaration of Sentiments (1848) (<https://sourcebooks.fordham.edu/halsall/mod/Senecafalls.asp>); Preamble and Protest (1894) (<https://www.loc.gov/resource/rbpe.1300130a/?st=text>)

*Assignment: Why did women want the right to vote? Compare the viewpoints in these three documents in a one-page response. What are the reasons each presents to advocate for or against women's suffrage? Point to specific places in the text to support your points and cite your references.

Week 3:

September 12 Women's Political Engagement After Suffrage

Read: Ulrich, "Waves" (from *Well-Behaved Women Seldom Make History*)

September 14 Current Issues and Gender in Politics

*Assignment: What is the position of women in politics today? Find two sources (news media articles or scholarly articles), one on women in politics in the US, and one on women in politics in any other country in the world (these should be about women in the last 15 years, so since the year 2000). Write a one-page assessment of the position of women in politics, comparing the US situation to that of the other country, providing specific references to the material in your two sources. Provide clear bibliographic information for both sources.

Week 4:

September 19 Constitution Day (ERA) [attend Constitution Day presentation]

September 21: 1977 National Women's Conference (Rosh Hashanah)

Watch: *Sisters of '77* (in class) [DVD 2191]

*Assignment: After viewing *Sisters of 77*, prepare a one-page summary of the major issues addressed in the film and provide an assessment of the issues that you believe remain relevant today. This Assignment is due September 26.

Week 5:

September 26 Images of Gender and the Media

Read: TBA

Watch: *Miss Representation* (DVD 1864)

September 28 Feminism Today

Discuss: *King Kong Theory*

Week 6:

October 3 EXAM

October 5 The Continuum of Gender: Historical Perspectives

Read: Aristophanes's Speech, Plato, *Symposium*
(<http://www.anselm.edu/homepage/dbanach/sym.htm>)

Week 7:

October 10 The Continuum of Gender Revisited

Read: Fausto-Sterling, "Five Sexes" and "Five Sexes Revisited" (eCollege)

*Assignment: Why are two sexes not enough? Prepare a one-page discussion of Fausto-Sterling's arguments, discussing why the idea of a gender spectrum or continuum might be useful, or not.

October 12 Homosexualities

Read: Gay Liberation Front (<http://sourcebooks.fordham.edu/pwh/qlf-london.asp>);
Clarke, Lesbianism An Act of Resistance? [eCollege]

Week 8:

October 17 Performing Sex

Read: Rupp and Taylor "Drag Queens" (eCollege); Cross-Dressing Women
(<http://rictornorton.co.uk/eighteen/1821tuil.htm>)

October 19 Third Sex/Third Gender: Hijras, Two-Spirit, Muxes, etc.

Read: Nanda [eCollege] (Culture, Society, Sexuality Reader)

*Assignment: How do those people who are "not man, not woman" find their identity and place in their society? How might such measures vary according to different societies? Draw on our readings for this week to prepare a one-page assessment of the ways societies accommodate those who cross genders.

Week 9:

October 24 Transsexualities

Discuss *Conundrum*

October 26 Gender and Culture

Read: TBA on the veil

*Assignment: What does it mean to veil? Prepare a one-page assessment of the meaning of the veil in Islamic culture, recognizing that it might mean different things to different people.

Week 10:

October 31 Female Circumcision/FGM

Read: Sarah Rodriguez (eCollege) [optional: <https://psmag.com/social-justice/female-circumcision-sexual-therapy-past-future-plastic-surgery-73229>]

Watch: A Pinch of Skin/the Cut (in class)

November 2 Rape in India

Watch: *India's Daughter* (<http://documentary-movie.com/indias-daughter/>)

*Assignment: After watching *India's Daughter*, also watch this TEDx talk by Ira Trivedi (<https://www.youtube.com/watch?v=oo0Ax8r3Qu4>). Prepare a one-two-page summary of the film and the issues it raises, and think about what explanations have been offered, by the film and the TEDx talk, for sexual violence in India. This Assignment is due on November 7.

Week 11:

November 7 Gender and Violence

Read: TBA

November 9 Rape Culture

Watch: *The Hunting Ground* (in class)

*Assignment: After watching *The Hunting Ground*, find one media article (newspaper or news magazine) that discusses sexual violence on college campuses. Prepare a one-two-page summary of the issues raised in the film and the presentation of those issues in the media

article that also discusses measures being taken to address the situation, and their effectiveness. Be sure to provide a complete citation for the media article used in the assignment. This Assignment is due November 14.

Week 12:

November 14 Family and Marriage

Read: Hochschild, et. al. (eCollege); Wage Gap (Gender and Work in Today's World-library)

November 16 Family and Marriage: Global Perspectives

Read: Sati (India 1829)

(<https://sourcebooks.fordham.edu/halsall/mod/1829bentinck.asp>); Marriage in China

(<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/modmar.html>);

*Assignment: How do expectations for families vary around the world? Prepare a one-page summary of attitudes toward the gender and the family as expressed in the documents assigned for this week (on the US, India, and China), indicating similarities and differences in gender expectations. Be sure to refer to specific examples from the documents.

Week 13

November 21: Beauty

Read Chinese Footbinding

(<http://web.archive.org/web/20001217005300/http://www.humanities.cuny.cuny.edu:80/history/reader/footbinding.htm>); Bordo (from Gender Sexuality Reader)

November 23: No class Thanksgiving Break

Week 14:

November 28 The Global Economy

Discuss Ehrenreich and Hochschild

November 30 Global Feminisms

Read: Mohanty (eCollege)

*Assignment: What is the relationship between the West and the rest of the world?

Prepare a one-page summary that discusses the role that the West has taken or should take to promote greater gender equity in the world.

Week 15:

December 5 Trafficking/Sex Work

Read: Lee (in Gender and Work in Today's World) (library eCollege)

December 7 TBA/Conclusions

*Investigative Paper Due

Week 16

Final Exam: TBA