



## **GDRS 200: 01E: GLB/Introduction to Gender Studies**

**COURSE SYLLABUS: FALL 2018**

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Nicole Farris, Associate Professor

**Office Location:** Ferguson Social Science Room 217

**Office Hours:** Tuesday/Thursday 9:00 to 9:30am; Wednesday 10:30 to Noon (On Campus); Monday/Friday 10:30 to Noon (Online); and by appointment

**Office Phone:** 903-886-5169

**Office Fax:** 903-886-5330

**University Email Address:** Nicole.Farris@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** 24-48 Hours; Monday to Friday 8-5

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Textbook(s) Required**

- 1) Atwood, Margaret. *The Handmaid's Tale*. Penguin Random House Publishers.
- 2) Colapinto, John. *As Nature Made Him: The Boy Who Was Raised as a Girl*. Harper Publishers.
- 3) Eugenides, Jeffrey. *Middlesex*.
- 4) Kane, Emily W. *The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls*.
- 5) Other handouts or articles may be distributed via ecollege.

##### **Software Required**

**Access to course website-** you need to have an active email username and password. I will post your grades to the course website, as well as your powerpoints, assignments, and supplemental articles that I see fit to include in lecture.

**Optional Texts and/or Materials:** None

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## 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.

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

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)

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

**Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.**

### Instructional Methods

**Students are required to attend their registered course meetings where the method of instruction will consist of a combination of lectures, discussions, in class activities and relevant academic films.**

### Student Responsibilities or Tips for Success in the Course

Do the reading ahead of time: There will be a lot of reading in this course, none of which is optional. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard, especially in a large class. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you. Talk to the instructor! If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever way I can the sooner you talk to me. If you

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wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned.

Be Respectful: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = 599 points or Below

### **Assessments**

Assignment	SLO's Addressed	Points
Discussion Facilitator		100
Discussion Panelist		100
Reading Responses 4@50 points)		200
Autobiographical Essay		100
Midterm Essay		150
Final Essay		150
Gender Fieldwork Project		200
TOTAL		1000 points

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive

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support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor

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Device	Operating System	Browser	Supported Browser Version(s)
			<p>or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

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- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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## **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## **Interaction with Instructor Statement**

I prefer communication via email. I rarely answer my office phone and am much more likely to respond to email. I will respond to email within 24 to 48 hours, between normal business hours of 8am to 5pm. Please be sure that when you email me, you use a proper greeting (Dr. Farris, Professor Farris, Instructor Farris), an email body, and an appropriate closing. You should never send an email with just an attachment and no email body. Be sure you have an appropriate and informative subject line and include the name and section of the course you are enrolled in. See the attached page for some email expectations that would serve you well in all future communication with any professors or potential employers.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

You are expected to attend all class meetings. It is in your best interest to attend class regularly and engage in active learning. If you are absent, YOU are responsible for obtaining any information that was discussed in class. I will not give out my notes if you are absent. Please make every effort to arrive to class on time, as a late arrival disturbs your classmates and myself. I will only accept late work with documented proof of a university excused absence (doctor's appointments, death in the family, unexpected emergencies, etc). If you miss an exam, you will only be able to make it up with a university excused absence AND if you contact me prior to missing the exam. If you arrive late to the exam, you will have the time from your arrival to the end of the class period to finish the exam.

Make up exams will be given on a specific date to be determined at a later point in the semester. In but rare cases, there is no extra credit for the course. It is your responsibility to keep up with your grades and your progress in the class. I will not change grades at the end of the semester, so please do not email me asking if you can do anything for a better grade. Keep up with your work during the semester.

Reading and Assignments: Whenever you finish your reading for the next class, ask yourself these questions as a way to prepare for class:

What did you learn from today's reading? What are you thinking differently about?

Which reading particularly engaged you and why?

Is there a passage or two you'd like the class to think about?

Did you learn any new terminology?

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Please mark or make a note of sections, ideas, and issues you want the class to address, along with taking notes on major points or points of interest. You will need notes on your reading in order to write your essays. I may call on people randomly each day to raise a question or discussion point from the day's reading.

### **Assignments**

**Discussion Facilitator:** Each student will lead a class discussion on a selected assigned reading. You should come to class prepared with a brief summary of the reading and five to six questions. Questions should be designed to generate interesting discussion and critical thinking about the reading. Students will turn in their typed discussion questions and summary at the end of the class for which they were discussion facilitator. (100 points)

**Discussion Panelist:** Each student will sign up to be a panelist for TWO different class sessions. As panelists, students will come to class prepared to answer the questions asked by the discussion facilitators. Students in the class who are not panelists will also come prepared to answer questions about each reading assigned for that class session (i.e., you all must do the readings for the assigned class session). Panelists will be graded on their ability to answer the questions asked. (100 points)

**Reading Responses:** A reading response is not a summary of your reading. A reading response is a way of writing about your thinking about the reading, or your reactions to a reading. A reading response is not a formal paper, but should be well thought-out, fully developed, and carefully written nevertheless. It should demonstrate not only that you have carefully read the text (more than one time) but also that you have thought carefully about the text and engaged with it in some way. You will be assigned four reading responses over the course of the semester. (200 points)

**Autobiographical Essay:** This will be an analysis of how gender/sexual scripts have operated in your life. More information will be distributed at the start of the term. (100 points)

**Midterm and Final Essays:** These two assignments will be 4-5 pages each, and each will ask you to synthesize and respond to the concepts we've covered in the units of the course. More information about the essays will be given during the course. The midterm and final essays should be about 5 pages and will include a synthesis of readings and discussions with personal opinion. (300 points)

**Gender Fieldwork Project:** This is a more advanced "gender-lenses" exercise than the cartoons project; it will be the main project for our unit on gender. Your fieldwork assignment is to spend a day "performing" outside your gender in some way. Find a behavior (activity, body language, speech pattern, dress, etc.) that is clearly marked in a culture around you as not something that someone of your gender should be doing, and do it! Observe how you feel while performing outside of your gender, and observe the

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response you get from others around you. To keep this a useful experiment you're not allowed to tell the people you'll be observing that this is a class project until after the project is over. To write up this project: in a 4-5 page paper, describe what you chose to do, why you did it, how you felt while conducting your "gender fieldwork," and what kinds of reactions your project received. Then discuss what you've learned from your project about the construction and enforcement of gender in society and in yourself.

Note: This can be "old hat" or uncomfortable for folks who identify as genderqueer or trans. If that includes you, you have three options: 1) do the project as written (remember that there are many ways to challenge your socially assigned gender); 2) analyze a recent experience in which you publicly violated gender norms (in other words, use your existing experiences rather than creating a new one); 3) come see me in office hours to discuss alternative projects. (200 points)

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

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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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

### *Week 1: Women's and Gender Studies and the F Word*

T	8/28	Introductions; video
Th	8/30	Hogeland "Fear of Feminism" Baca-Zinn "Introduction to Sex and Gender"
Sun	9/2	<b>Reading Response (1) to Hogeland's Essay (50 points, Due 11:59pm online)</b>

### *Week 2: Nature Versus Nurture*

T	9/4	Fausto-Sterling "The Five Sexes;" "The Five Sexes Revisited"
Th	9/6	Colapinto "As Nature Made Him" (Part I)

### *Week 3: Nature Versus Nurture Continued*

T	9/11	Lorber "Believing is Seeing" Espiritu "All Men are not created Equal"
Th	9/13	Colapinto "As Nature Made Him" (Part II and III) <b>Discussion Leadership/Panel</b>

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*Week 4: Learning Gender: Social Construction, Education and Socialization*

- T 9/18 Lorber "Night to His Day"  
Kessler "The Medical Construction of Gender"  
Lucal "What it means to be gendered me"  
Th 9/20 Bourgois "In Search of Masculinity"  
Sun 9/23 **Reading Response (2) to Week 4 (50 points; Due 11:59pm online)**

*Week 5: Families and Parenthood*

- T 9/25 Hondagneu-Sotelo "I'm Here But I'm There"  
Hochschild "The Second Shift"  
Th 9/27 Kane "The Gender Trap" (Entire Book)  
**Discussion Leadership/Panel**

*Week 6: Families and Work*

- T 10/2 Giuffre and Williams "Boundary Lines"  
Pierce "Rambo Litigators"  
Williams "The Glass Escalators"  
Th 10/4 Kang "I Just Put Koreans and Nails Together"  
Schilt "Just One of the Guys"

*Week 7: Social Institutions*

- T 10/9 Start Atwood "The Handmaid's Tale"  
Ferguson "Naughty By Nature"  
Boswell and Spade "Fraternities and Collegiate Rape Culture"  
Th 10/11 Continue Atwood  
Out of Class- Film "The Hunting Ground"  
**Distribute Instructions for Midterm Essay**

*Week 8: Gender and Religion*

- T 10/16 **Midterm Essay Due by 2:00 pm Online (150 points)**  
Th 10/18 Atwood (Entire Book)  
**Discussion Leadership/Panel**  
Sun 10/21 **Reading Response (3) to Atwood (50 points, Due 11:59pm Online)**

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*Week 9: Sexualities and Identities*

- T 10/23 Ward “Dude-Sex”  
Liddiard “The Work of Disabled Identities”  
Bernstein “The Meaning of the Purchase”  
Th 10/25 Tolman “Doing Desire”  
Film  
Sun 10/28 **Autobiographical Essay Due (100 points by 11:59pm online)**

*Week 10: Identities, Politics, and Popular Culture*

- T 10/30 Begin Middlesex (Book 1)  
Powell “Confessions of a Recovering Misogynist”  
Th 11/1 Gilman “Klaus Barbie”  
Myers “Anti-Feminist Messages”  
Kimmel “Manufacturing Rage”

*Week 11: Disruptive Identities*

- T 11/6 Middlesex (Book 2)  
Th 11/8 Middlesex (Book 3)

*Week 12: Disruptive Identities, Mugs Discussion*

- T 11/13 Finish Middlesex  
Discussion Leadership/Panel  
Th 11/15 Meet at Mugs  
**Distribute Instructions for Gender Fieldwork Project**  
Sun 11/18 **Reading Response (4) to Middlesex (50 points, Due 11:59pm Online)**

*Week 13: THANKSGIVING BREAK NO CLASS*

*Week 14: Imagining the Future Part I*

- T 11/27 **Distribute Instructions for Final Essay**  
Th 11/29 TBA  
Sun 12/2 **Gender Field Work Project (200 points, Due 11:59pm Online)**

*Week 15: Imagining the Future Part II*

T      12/4    TBA  
Th     12/6    TBA

*Week 16: Final Class Meeting- Wrap Up, Food, Film?*

T      12/11 (1:15 pm to 3:15 pm)  
         **Final Essay (300 points, Due by 11:59pm Online)**