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GDRS 200 01W: GLB/Introduction to Gender Studies

COURSE SYLLABUS: FALL 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Nicole Farris, Associate Professor

Office Location: Ferguson Social Science Room 217

Office Hours: Wednesday 10:00 to Noon (Virtually); 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) **Ahmed, Sara. 2017. Living a Feminist Life. Duke University Press.**
- 4) **Other handouts or articles may be distributed via D2L.**

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

The syllabus/schedule are subject to change.

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

The method of instruction will consist of a combination of lectures, discussions, 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.

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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 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:

Total points corresponding to the final letter grades

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 Responses		200
Reading Responses (4@50 points)		200
Autobiographical Essay		200
Midterm Essay		200
Final Essay		200
Total		1000 points

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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.

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

You are expected to access the course webpage and engage with it on a regular basis. It is in your best interest to access the webpage regularly and engage in active learning.

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 the 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?

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.

Assignments

Discussion Responses: Each student will be prepared to answer the questions asked by the instructor and are expected to post two well developed responses (both an original, and then in response to another student) and further instructions will be provided.

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.

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.

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

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and final essays should be about 5 pages and will include a synthesis of readings and discussions with personal opinion.

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).
<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:
<https://www.britannica.com/topic/netiquette>

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>

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>

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Students with Disabilities-- ADA Statement

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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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

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.

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Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Week 1: Women's and Gender Studies and the F Word 8/24

READ:

Hogeland "Fear of Feminism"
Baca-Zinn "Introduction to Sex and Gender"

WORK:

Reading Response (1) to Hogeland's Essay
(50 points, Due 11:59pm online 8/30)

Week 2: Nature Versus Nurture 8/31

READ:

Fausto-Sterling "The Five Sexes," "The Five Sexes Revisited"
Colapinto "As Nature Made Him" (Part I)

Week 3: Nature Versus Nurture Continued 9/7

READ:

Lorber "Believing is Seeing"
Espiritu "All Men are not created Equal"
Colapinto "As Nature Made Him" (Part II and III)

WORK:

Discussion Responses (Due Sunday 9/13 11:59pm)

Week 4: Learning Gender: Social Construction, Education and Socialization 9/14

READ:

Lorber "Night to His Day"
Kessler "The Medical Construction of Gender"
Lucal "What it means to be gendered me"
Bourgois "In Search of Masculinity"

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WORK:

Reading Response (2) to Week 4 (50 points; Due 11:59pm online)

Week 5: Families and Parenthood 9/21

READ:

Hondagneu-Sotelo "I'm Here But I'm There"
Hochschild "The Second Shift"
Kane "The Gender Trap" (Entire Book)

WORK:

Discussion Responses (Due 9/27 11:59pm)

Week 6: Families and Work 9/28

READ:

Giuffre and Williams "Boundary Lines"
Pierce "Rambo Litigators"
Williams "The Glass Escalators"
Kang "I Just Put Koreans and Nails Together"
Schilt "Just One of the Guys"

WORK:

Discussion Response (Due 10/4 11:59pm)
Distribute Instructions for Midterm Essay

Week 7: Social Institutions 10/5

READ:

Begin Atwood "The Handmaid's Tale"
Ferguson "Naughty By Nature"
Boswell and Spade "Fraternities and Collegiate Rape Culture"
Out of Class- Film "The Hunting Ground"

WORK:

Discussion Responses (Due 10/11 11:59pm)

Week 8: Gender and Religion 10/12

READ:

Atwood (Entire Book)

WORK:

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Reading Response (3) to Atwood (50 points, Due 11:59pm Online 10/18)

Week 9: Sexualities and Identities 10/19

READ:

Ward “Dude-Sex”
Liddiard “The Work of Disabled Identities”
Bernstein “The Meaning of the Purchase”
Tolman “Doing Desire”

WORK:

Midterm Essay (Due 10/25 11:59pm)
Handout Instructions for Autobiographical Essay

Week 10: Identities, Politics, and Popular Culture 10/26

READ:

Powell “Confessions of a Recovering Misogynist”
Gilman “Klaus Barbie”
Myers “Anti-Feminist Messages”
Kimmel “Manufacturing Rage”

WORK:

Discussion Responses (Due 11/1 11:59pm)

Week 11: Disruptive Identities 11/2

READ:

Begin Living a Feminist Life

WORK:

Autobiographical Essay (Due 11/8 11:59pm)

Week 12: Disruptive Identities 11/9

READ:

Living a Feminist Life

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WORK:

Handout Instructions for Final Essay
Reading Response (4) to Atwood (50 points, Due 11:59pm Online 11/15)

Week 13: IMAGINING THE FUTURE 11/16

WORK:

Discussion Responses (Due 11/22 11:59pm)

Week 14: THANKSGIVING BREAK

WORK:

Final Essay (Due 12/6 11:59pm)