Introduction to Gender Studies - Spring 2015
GNDR 1101-1
Mon. & Wed.: 5-6:15

Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon. & Wed. 6:15-7:30; Tues. & Thurs. 8:30-9:30, 12:45-2, and 3:15-4:45, and by appointment
Email: jwruschman@abac.edu I prefer to be emailed directly at this address (please do NOT email me through D2L)
Office Phone: (229) 391-5092

How to address me? I’m fine with Jen, but if you want a more formal title then Dr. Jen is good. I really don’t care for Ms. or Mrs. and no need to say Wallin-Ruschman.

Overview:
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the quarter. Gender Studies is a survey course designed to introduce you to the social, cultural, and intellectual concepts of this interdisciplinary field. The course explores gender roles and sexual stratification in American Society today, and assesses the impact of recent social movements, research, and public policies.

Class content will cover history, theory, research, application, and critique. Class time will include discussions, presentations, activities, lecture, videos, and/or other interactive material.

Course Objectives:
A student who successfully completes this course will be able to:
• Apply core social science concepts and theories to the study of gender in society
• Understand the extent of diversity regarding gender and sexuality
• Learn about contemporary and controversial social issues
• See, recognize, and appreciate the impact of gender as an organizing principle in contemporary society and personal life
• Learn about sexism, feminism, and strategies for creating social change
• Understand the intersection of gender with class, race, and sexuality
• Students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change as well as how they are impacted by the complexity and diversity of individual and group behavior

Pre-requisites/Co-requisites:
Exemption from or successful completion of READ 0099 and ENGL 0099.

Course Requirements:
For this course you will need to purchase the custom gender course pack available at the ABAC bookstore. It is imperative that you have this to complete the course.
Desire 2 Learn:

This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional material, slides, links, grades, and announcements. D2L is also a place to continue in-class discussions. I sometime send important announcements out through D2L so please check it daily.

Turnitin.com:

For this class all written assignments (except the introduction and closing assignments) are to be submitted electronically to turnitin.com. When you register for turnitin.com use the class code 9263098 and password Frodo.

Classroom norms:

This course will rely heavily on active participation from students. To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is distracting to me and other students. These guidelines are just a starting point, on the first day of class we will work together to develop a set of classroom guidelines. It is also expected that you come to class having read the assigned text and be prepared to discuss the text each and every class period.

Instructor norms:

I am committed to facilitating your learning of course material. Please feel free to contact me by email or speak to me after class or during office hours about any questions or concerns you have. You can generally expect me to respond to emails within 48 hours during the week. Also, I will make every effort to return assignments in a timely manner. Expect assignments to be handed back two weeks after they are taken/submitted.

Office Hours:

My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to email me so we can find an alternate time to meet. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please come by office hours.

Ethical Behavior:

Students are expected to maintain a high standard of personal ethics. Any evidence of cheating, helping others to cheat, or plagiarism will lead to serious academic consequences, such as zero credit for associated work, and/or failing the course. To avoid plagiarism on written assignments students must use citations and references when they quote or paraphrase the work of other authors, including our text.
College Policy on Academic Dishonesty:

Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Disciplinary Procedures & Appeals Process: Incidents which violate this policy will be dealt with in accordance with the current procedures outlined in the College Catalog and Student Handbook. Students will have the right to appeal any disciplinary decision.

Attendance
Attendance is essential to this course as much of the course time will be spent on in-class activities and discussions that require your presence.

Missing Class
When you miss a class meeting you should utilize your peers to get notes and handouts from the class. You do not need to let me know when you are missing class and please do not email me to ask what you missed in class or “if we did anything important.” Everything we do in class is important.

Late Assignments
Late assignments will be marked down ½ their value. So if an assignment is worth 100 points and your grade is 80 it will be marked down to 40. Presentations and Journals may not be made up or turned in late.

Student Resources:
Disability Accommodations
If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Weather Hotline: In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225

Other:
If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible. These policies are firm but not rock-hard (i.e., things happen). I encourage you to contact me sooner rather than later if you are having any sort of issue that affects your completion of the course.
Grading Scheme:

- **Class Participation & Attendance**: 100 points
- **Weekly Journals**: (10 points x 10) 100 points
- **Gender in Your World Presentation**: 50 points
- **Portfolios (4 x 50 points)**: 200 points

**Total: 450 points**

Letter grades are based upon total points earned.
A: 405-450, B: 360-404, C: 315-359, D: 270-314, F: below 269 points

**Assignments:**

**Class Participation and Attendance (100 points)**

Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. **Introduction Assignment** (10 points)

On the first day of class you will write a statement (about a page or two) about why you are taking this course (your objectives), what you want to learn, and some information about yourself (e.g., major, your future goals).

II. **Participating in class discussions, activities, and filling out exit cards** (80 points)

This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active engagement for you to learn. Additionally, it is important that you read the addressed chapter being covered BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material, which will set you up to do well on the portfolios.

To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following two ways:

1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is also a great way to be an engaged class member. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer- so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, daily reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the day, which might include some combination of answers to the following questions:
   - i. What did you learn today?
   - ii. What are you still confused about? What questions do you still have?
iii. What went well/poorly in the class today? What helped you learn? What inhibited your learning?

You will need to put your name on your exit cards so I know you are turning in thoughtful responses. These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-80 points</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality out of class activities. Attends at least approximately 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71 points</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Questions are relevant, and demonstrate an understanding of the readings. Completes the out of class activities. Attends at least approximately 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63 points</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Only completes some of the out of class activities. Attends at least approximately 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55 points</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding of the readings/topic. Does not volunteer information and lack of preparation may be evident. Does not complete out of class activities. Attends at least approximately 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 47 points</td>
<td>Does not participate in class. Is distracted in class (e.g., on phone, side conversations, off topic computer work). Does not read before class. Attends approximately 50% or less of classes.</td>
</tr>
</tbody>
</table>

III. Closing Assignment (10 points)

On the final day of class you will bring in a short response (approximately two pages) detailing your experiences in the course. Specifically, some examples of what you took away from the course, what you would do differently if you took the course again, and what I could do differently if I taught the course again. There is no right or wrong answer, the assignment is simply intended to facilitate reflection on what you have taken away from this course and help me improve the course in the future.

Journal Entries (10 points x 10 journals= 100 points)

The purpose of journal entries is to help you think critically about assigned readings and to consider how readings relate to the lectures, other readings, current events, social problems, to your community, and your own life experiences. The journal response questions for each reading are posted in a document in D2L. Please indicate what question you are responding to. Pick one of the posted questions to answer for your response that week. The purpose of these reflection questions is to provide you with an opportunity to process new information.
obtained from the readings through the context of your lived experience. However, your answers must be grounded in the readings. Each journal entry should be one to one and a half double-spaced pages in 12 point Times New Roman Font (I read papers all the time, and can easily tell when you’re not using the correct font, so please don’t insult me by using anything else). Journals must be submitted electronically to turnitin.com by the deadline indicated in the attached schedule. Late submissions will not be accepted. 14 journals will be due throughout the semester with your lowest four scores being dropped to total 10 journals, each of which is worth 10 points.

In addition, each journal must include at least two questions for class discussion based on the readings. These can be questions you have about the readings, or concepts/ideas that you would like to explore in more depth during class discussion. In addition to including these in your journals you must also bring a copy of these questions to class.

*I do not accept late journals or journals submitted in a format other than turnitin.com.

**Half of the journals will be graded for content and half of the journals will be graded for format (proper length, proper font, includes at least 2 discussion questions and the response question you chose).

Portfolios
Five portfolios will be assigned throughout the quarter. You are required to complete 4 of the 5 portfolios. If you do all five I will drop your lowest score.

Portfolios (4 x 50 points = 200 total points)
Part I- Historical Origins and Theories of Gender 50 points
Part II - Feminism and Gendered Bodies and Media 50 points
Part III - Gendered Development and Gendered Education 50 points
Part IV- Gender and Work and Gendered Relations 50 points
Part V- Gendered Violence, Intersection, and Action 50 points

Each portfolio includes:
1 Assignment worth 50 points.

Assignments will include activities such as:
i. Film review
ii. Review of news or magazine article
iii. Conducting Observations and Interviews
iv. Creating a Zine or Pamphlet
v. Developing Grant Proposals and Curriculums
vi. Research Papers
vii. Action Assignments

For each section of the course/ portfolio a sheet with specific instructions will be posted in D2L. Each portfolio will include multiple options, you may choose the option that interest you most or is most applicable to you and/or your career.
Gender in Your World Presentation: (50 points)

In this individual or small group exercise, you will briefly present to the class (approximately 10 minutes per person) on a topic (preferably one that has not been covered in the class) that addresses how gender influences your life. Your presentation must be specific! For example, you cannot just talk about gender in education, you would need to be much more specific than this, such as how being a woman impacts your experience as a math major. If individuals choose to work in groups (maximum of 3 people per group) their presentations should share a common theme. The manner of the presentation is open but I would prefer that you be creative and not lecture to the class. Presentations might involve art, drama, dance, videos, food, or activities. I recommend that you decide on the theme and content of the presentation first and then work on the form of the presentation. Presentations will occur in class during throughout the term, a sign up sheet will be passed out early in the semester. Presentations will be graded using a rubric (available on D2L) with 25 points coming from peer evaluation and 25 points from instructor evaluation.

Ideas for BROAD topics not covered in class include: sports, politics, religion, globalization, activism, food, justice system, technology, and health. You could also expand on an area of gender’s intersection with race, class, sexuality, nationality, and/or ability. If you are reading this, congratulations and thank you for reading the syllabus. Please email me your favorite funny animal video before April 25th and you will receive 3 extra credit points.

Strong presentations will utilize both experiential knowledge (your experience) and scientific evidence (which you must cite) in relating how gender matters in your life. Strong presentation will also be on a specific topic. If you have questions about whether your topic is specific enough please contact me. Strong presentations will not consist primarily of lecture, but instead will present information in creative and alternative formats. Further, all presentations will be stopped if they run over the allotted time (this ensures all course members have time to present). Do no miss class on your presentation date as these cannot be made up.

Extra Credit: (up to 10 pts)

This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you will be given an opportunity to independently research the question. Please let me know if you decide to take this opportunity and what you will be writing about. To receive any credit you must submit your findings in writing (at least 2 double spaced pages) by the date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term but there is designated time during the last week of class.

Grade Disputes: All grade disputes must be submitted in writing. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.
NOTE: This schedule is subject to change. It is your responsibility to stay aware of any changes.

Monday, January 12th: Review syllabus

Wednesday, January 14th: Icebreakers and Discuss Portfolio I
Readings= Syllabus

Wednesday, January 21st: Historical Origins Introduction Assignment Due

Monday, January 26th: Historical Origins Watch Makers

Wednesday, January 28th: What is Gender? & Journal 1 due at 5

Monday, February 2nd: Theories of Gender Presentation Sign Ups

Wednesday, February 4th: Theories of Gender & Journal 2 due at 5
Readings= Pages 7-10 (The Social Construction of Gender) from The Social Construction of Difference and Inequality in Ore. 2009
& Pages 11-115 (Sex and Gender through the Prism of Difference) from Race, Class, and Gender an Anthology by Anderson & Hill Collins. 2013.

Portfolio Part I Due Friday February 6th at 5pm

Monday, February 9th: Feminism & Journal 3 due at 5
Readings= Pages 17-20 (Consciousness Raising) from Feminism is for Everyone by Hooks. 2000.

Wednesday, February 11th: Feminism & Discuss Portfolio II & presentations

Monday, February 16th: Gendered Bodies and Media & Journal 4 due at 5
Readings= Pages 25-31 (Sexed Bodies) from Gender in Everyday Life in Holmes. 2009.
& Pages 33-36 (Beauty Within and Without) from Feminism is for Everyone by Hooks. 2000.

Wednesday, February 18th: Continue Gendered Bodies and Media

Monday, February 23rd: Continue Gendered Bodies and Media & Journal 5 due at 5
Readings= Pages 37-46 (Media) from Investigating Gender in Thompson & Armato. 2012. & presentations

Wednesday, February 25th: Continue Gendered Bodies and Media Watch Miss Representation

Portfolio Part II Due Friday February 27th at 5pm

Monday, March 2nd: Gendered Development & Journal 6 due at 5
Readings= Pages 47-57 (Gendered Identities in Childhood) from Transformations in Crawford. 2006.

Wednesday, March 4th: Continue Gendered Development and Discuss Portfolio III & presentations

Monday, March 9th: Gendered Education & Journal 7 due at 5
Readings= Pages 59-68 (Education) from Investigating Gender in Thompson & Armato. 2012. & presentations
Wednesday, March 11th: Gendered Education & **Journal 8 due at 5**

**Portfolio Part III Due Friday March 13th at 5pm**

Monday, March 16th & Wednesday, March 18th. No class- Happy Spring Break!

Monday, March 23rd: Gendered Work & **Journal 9 due at 5**
Readings= Pages 77-98 (Separate and Unequal) from *The Gendered Society* in Kimmel. 2011. & presentations

Wednesday, March 25th: Continue Gendered Work & **Discuss Portfolio IV**

Monday, March 30th: Gendered Relations & **Journal 10 due at 5**
Readings= Pages 105-115 (Household Labor and the Routine Production of Gender) from *The Gendered Society Reader* in Kimmel & Aronson 2004 & presentations

Wednesday, April 1st: Continue Gendered Relations

Monday, April 6th: Continue Gendered Relations & **Journal 11 due at 5**

Wednesday, April 8th: Continue Gendered Relations

**Portfolio Part IV Due Friday April 10th at 5pm**

Monday, April 13th: Gendered Violence and Aggression & **Journal 12 due at 5**
Readings: Pages 133-146 (The Gender of Violence) from *The Gendered Society* by Kimmel. 2011
& Pages 147-150 (Ending Violence) from *Feminism is for Everyone* by Hooks. 2000.

Wednesday, April 15th: Continue Gendered Violence and Aggression and **Discuss Portfolio V & presentations**

Monday, April 20th: Intersections of Gender & **Journal 13 due at 5**
Readings: Pages 151-152 (La Chicana) from *Feminist Theory Reader* in McCann & Kim. 2013

Wednesday, April 22nd: Continue Intersections of Gender & presentations

Monday, April 27th: Taking Action & **Journal 14 due at 5**

Wednesday, April 29th: **Presentations & Closing Assignment Due** and Reflection

**Portfolio Part V Due Friday May 1st at 5**

Monday, May 4th @ 5-7: **Presentations**