Introduction to Gender Studies- Spring 2016
GNDR 1101-0, 30024
Tues. & Thur. 11-12:15

Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon. 3-5, Tues. 12:30-2 & 3:15-5:15, Wed. 6:15-7, Thurs. 12:30-2 & 3:15-5:15, and by appointment

You can schedule an office hour visit at: https://bookjwr.timetap.com
I highly recommend scheduling your 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 –although email will probably get you a quicker response.

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 Description:
A survey course designed to introduce students to the social, cultural, and intellectual concepts of an interdisciplinary field that views gender not only as a major topic of study, but as a tool to analyze modern life.

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
General Education Student Learning Outcome for Core Curriculum Area E Social Sciences: 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:
Completion or exemption from English Learning Support requirements.

Course Requirements:
For this course you will need to purchase Gender – Ideas, Interaction, and Institutions by Wade and Ferree and the custom course pack available in the bookstore. It is imperative that you have this to complete the course. You will also need a pack of index cards.

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 sometimes send important announcements out through D2L so please check it daily.

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.

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 schedule a time at https://bookjwr.timetap.com. If none of the available times work then please email me. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please take advantage of my 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. Plagiarism is anytime you take someone else’s ideas or words without citing the source. You
should cite the source with the authors name and year at the end of the sentence. If you are
directly quoting someone or something the quote MUST be in quotation marks for this is
plagiarism even if you have cited the source at the end of the sentence.

If plagiarism is discovered (whether it is accidental or on purpose) students will receive a 0 on the assignment. The second time plagiarism is discovered the student will fail the course and will be reported to the Vice President for Academic Affairs.

Attendance

Attendance is part of your grade, my policy is described below. For my attendance policy it does not matter why you missed class. If or 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. If after you have talked with your peers and read the chapter you have specific questions please schedule an office hours appointment.

Paper Format

All papers, including papers submitted online, are to be double spaced in 12 point, times new roman font with 1 inch page margins. This is what “counts” as 1 page. I will take off points for papers not in this format.

Late Assignments

No Late assignments are accepted in this class- ever, I’m really serious! Exams must be taken in the window established in the attached schedule. Also, presentations may not be made up. Further, assignments must be submitted through the correct/ identified mechanism or they will not be accepted. Generally this means submitting online.

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.

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 |

OR

| Exams (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. Syllabus Quiz (10 points)

During the first few days of the course (see schedule) you will take an online quiz in D2L over the material in the syllabus. You can take this quiz up to three times, and only your highest score will be recorded.

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 exams.

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. If you are reading this, congratulations and thank you for reading the syllabus. Please email me your favorite appropriate humorous meme or picture before January 13th and you will receive 3 extra credit points. 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, weekly 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 week, 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 learned? 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</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 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71</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 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63</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 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55</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 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 47</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 50% of less of classes.</td>
</tr>
</tbody>
</table>

To calculate your grade for attendance and participation, I start with your percent attendance as a base score. So if you attend 85% of classes, you start with an 85% for attendance, then I add or subtract up to 10 points for your participation. So if you never talk or participate, you would get a 75% or if you are a great and regular participant, you would get a 95%. Also, I will record tardiness and 3 tardies = 1 absence.

III. Closing Assignment (10 points)
Towards the end of the class, you will write a short response (approximately 1-2 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. These are due in class (can be printed or hand written) at the start of class on the due date in the attached schedule. If all the printers in the world are broken, then you must email this to me before the start of class on the scheduled due date.

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 follow the format detailed earlier in this syllabus (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 D2L 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 (including 0 for no submissions) 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 through D2L.

Complete one of the following two options:

Option 1: Portfolios
Four portfolios will be assigned throughout the semester each is worth 50 points for a total of 200 possible points.

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. Readings from the course pack can serve as additional references for your portfolios.

Portfolios will include activities such as:
1. Film reviews
2. Review of news or magazine article
3. Conducting Observations and Interviews
4. Creating a Zine or Pamphlet
5. Developing Action Plans and Curriculums

OR

Option 2: Exams
Four exams will be given throughout the semester.

The first exam will cover the material from the first part of the course (see schedule for exact chapters and topics). Subsequent exams will cover the material identified in the class schedule. The exams will consist of 40 multiple choice questions.

Exams will be given online in D2L. Exams will be open to take for a 5-7 day window (see schedule) but once you begin the exam you will have 2 hours to finish. I suggest you only begin
and take the exam in a location with reliable internet connection and on a reliable computer. If this is a problem see me and I will help find you a place on campus to take the exam. No test can be taken outside of the specified window. **If you plagiarize or copy another persons responses on the exam you will receive a 0 for the entire exam!** Please do not make the mistake of thinking that because the exam is online you do not need to study- this will not end well for you.

**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.

**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, you could use one of the optional or unassigned course pack readings for this. 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 within one week of having receive the assignment grade. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.
Engaged Student Learning Requirements:
The ABAC Credit Hour Policy, in accordance with the Board of Regents of the University System of Georgia and federal regulations that are reflected in SACSCOC’s Credit Hours Policy Statement, require 6750 minutes of engaged student learning for a 3 semester hour course. Engaged Student Learning occurs both in and outside of the classroom at the ratio of 1:2, Two hours of independent student learning for each hour of classroom learning. 15 weeks of 50 minutes of class instruction for 1 credit hour = 750 minutes. For a 3 Hr course, engaged classroom instruction will equal 2250 minutes, the remaining 4500 minutes of engaged learning will be the responsibility of each individual student.

College Policy on Course Attendance:
Courses at ABAC are provided for the intellectual growth and development of students. The interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. Therefore, to attain maximum success, students should attend all their classes, be on time, and attend all scheduled course activities. Absence from class does not excuse students from full responsibility for class work or assignments missed. Students must accept this responsibility.

Individual instructors will establish attendance policies for each class, will publish the policy in the course syllabus, and keep attendance records. The penalty for absences is at the discretion of the instructor and may include failure of the course. Students who stop attending class without officially withdrawing will receive a grade for the course. A student penalized for excessive absences may appeal through the grade appeal process as stated in this catalog and the Student Handbook.

Institutional Absence:
A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.
College Policy on Academic Dishonesty:

Academic irregularities include, but are not limited to, giving or receiving 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.

For more information on Disciplinary Procedures associated with Academic Dishonesty, please refer to the Academic Code of Conduct in the Student Handbook.

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.

SPRING 2016 GNDR 1101 Schedule
NOTE: This schedule is subject to change. It is your responsibility to stay aware of any changes.

Thursday, Jan. 7th: Review Syllabus

Tuesday, Jan. 12th: Introductions

Thursday, Jan. 14th: Brief history of women’s movements, Read chapter 1 syllabus quiz due

Tuesday, Jan. 19th: Watch Makers


Tuesday, Jan. 26th: Gender Differences Read chapter 3, Journal 2 due

Thursday, Jan. 28th: No class

Tuesday, Feb. 2nd: Gender Norms and Rules Read chapter 4, Journal 3 due [Optional 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. Exam 1 opens at noon

Thursday, Feb. 4th: Gender rules

Friday, Feb. 5th @ 5 Port. or Exam 1 DUE

Thursday, Feb. 11th: Intersection
TUESDAY, FEB. 16th: Inequality- Men  
*Read chapter 6. journal 5 due*

Thursday, Feb. 18th: Gendered Products
TUESDAY, FEB. 23rd: Inequality- Women  
*Read chapter 7, journal 6 due*  
[Optional 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.]

**Exam 2 opens at noon**

Thursday, Feb. 25th: Watch Miss Representation
FRIDAY, FEB. 26th @5 Port. or Exam 2 DUE

Tuesday, Mar. 1st: Institutions  
*Read chapter 8, journal 7 due*  
[Optional Readings: Pages 37-46 (Media) from Investigating Gender in Thompson & Armato. 2012. & presentations]

**Thursday, Mar. 3rd: Gender and Education**  
*Bring course pack to class to read*  
Pages 69-75 (Missing in Interaction) from The Social Construction of Difference and Inequality in Ore. 2009.

**Tuesday, Mar. 8th:** Change,  
*Read chapter 9, journal 8 due*

**Thursday, Mar. 10th:** Being an ally

**Tuesday, Mar. 22nd:** Sexualities  
*Read chapter 10, journal 9 due*  

**Thursday, Mar. 24th:** TBA

**Tuesday, Mar. 29th:** Families  
*Read chapter 11 & Pages 105-115  
(An equal Production of Gender) from the Gendered Society Reader in Kimmel & Aronson 2004.  
journal 10 due & Exam 3 opens at noon*

**Thursday, Mar. 31st:** Families

**Friday, April 1st @ 5 Port. or Exam 3 DUE**

**Tuesday, April 5th:** Work  
*Read chapter 12, journal 11 due*  
[Optional Readings: Pages 77-98 (Separate and Unequal) from The Gendered Society in Kimmel. 2011. & presentations]

**Thursday, April 7th:** Work

**Tuesday, April 12th:** Politics  
*Read chapter 13, journal 12 due*

**Thursday, April 14th:** Guest Speaker or Video

**Tuesday, April 19th:** Violence,  
*Read 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, journal 13 due*

**Thursday, April 21st:** Violence  
Extra credit due

**Tuesday, April 26th:** Onward  
*Read chapter 14 & Pages 17-20  
(Consciousness Raising) from Feminism is for Everyone by Hooks. 2000, journal 14 due, closing assignment due,  
Exam 4 opens at noon*

**Thursday, April 28th:** 10:15-12:15 Student Presentations

**Friday, April 29th @5: Port. or Exam 4 DUE**