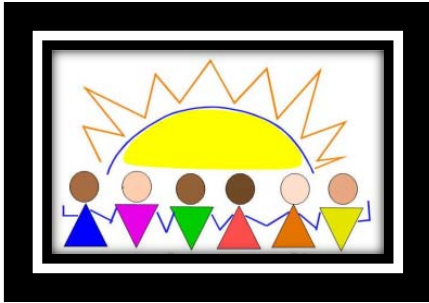


INTRODUCTION TO GENDER STUDIES



The University of Texas at Dallas

Fall 2009 Semester

Course Number: GST/SOC 2300-001

Days/Time: Tuesday/Thursday 1:00 – 2:15 p.m.

Location: CBW 1.102

Professor Contact Information

Dr. Jillian M. Duquaine-Watson

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Office Phone: (972) 883-2804

Office Hours:

- Monday, 12:00 – 2:00 p.m.
- Tuesday and Thursday, 11:00 a.m. – 12:30 p.m.
- By appointment

Course Description

This course provides an introduction to the study of gender as a category for social and cultural analysis. We will examine the ways that gender, sexuality, class, race/ethnicity, ability, and nationality interact to shape our ideologies, our experiences, our cultures, and the social institutions we inhabit. Specific topics addressed in this course include:

- biological arguments about gender and sexuality
- cultural construction of gender in different societies
- psychology of sex roles
- how gender shapes families, workplaces, and other social institutions
- cultural representations of gender

We will also survey a variety of theories available to help explain social inequalities. Of equal importance, we will examine the role of individuals, groups, and institutions in creating, maintaining, and challenging such inequalities.

Student Objectives/Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the ways gender shapes the lives of men and women by privileging certain definitions of masculinity and femininity and regulating expressions of sexuality.
2. Explain how gender influences social institutions (families, workplaces, schools, etc.) and our ways of thinking.
3. Give examples of gender, race, class, nation, religion, and sexuality as interactive systems.

Required Textbooks and Materials

The following books are required for this course and available at the UTD Bookstore:

- Kimmel, Michael S. *The Gendered Society*. 3rd ed. (Oxford University Press, 2007). Henceforth referred to as “GS” in course materials.
- Kimmel, Michael S. and Amy Aronson. *The Gendered Society Reader*. 3rd ed. (Oxford University Press, 2007). Henceforth referred to as “Reader” in course materials.
- Johnson, Allan G. *Privilege, Power, and Difference*. 2nd ed. (McGraw-Hill, 2006). Henceforth referred to as PPD in course materials.

The above texts will be supplemented with various journal articles, book chapters, and other readings. These supplemental readings—which are *required* reading—will be available via WebCT and indicated accordingly in course materials.

Assignments

Participants will complete the following for this course:

Attendance (60 points): Lectures, discussions, small group activities, and the other work we do from day to day are integral to your success in this course. Attendance will be taken every day and you will earn 2 points for each class you attend. You should strive for perfect attendance and miss class only in rare and unavoidable circumstances. Work assigned for this class carries no less priority than work you may have to complete for any other class or your job. Material and information will be presented in the classroom that cannot be replicated outside the classroom or made up at a later date.

If you miss a class because of illness, major religious observances, family emergency, or excused university activities, it is your responsibility to notify me in advance and provide official documentation. If you miss a class for any reason, you are responsible for finding out all assignments, content, activities, and changes in due dates covered in class.

Participation (90 points): Class participation involves demonstrating preparedness for class and engagement with readings, videos, or other materials by:

- summarizing key points from the assigned material
- offering comments and observations
- asking and answering questions
- making connections between various readings
- offering alternative explanations and perspectives
- drawing on your experiences (as appropriate)
- participating in small group activities
- being an attentive listener
- respecting the viewpoints and values of others.

Class participation is a vital part of your learning process because this class revolves around discussion and group activities. It will be very difficult to do well in this course if you fail to participate actively. Individuals who fail to participate in an active, engaged manner will earn a low participation grade as will those who dominate discussion to the point that other voices and viewpoints are silenced.

Reading Response Papers (6 x 25 points each = 150 points): These are short (at least 1.5 pages but typically no more than 2 pages) responses to the assigned readings that you will complete 6 times during the semester (as a member of either **group 1**, **group 2**, or **group 3**). When writing response papers, you should strive to:

1. Demonstrate that you've complete the assigned readings; and,
2. Provide a thoughtful analysis of/reaction to the assigned readings.

We will use reading response papers to begin our in-class discussion of the assigned readings, so be prepared to share your response papers with others (both in small and large groups). **Due dates for each group are clearly indicated on the course syllabus. Early reading response papers will not be accepted. Faxed or emailed response papers will not be accepted nor will late reading response papers. Reading response papers will not be accepted from students not attending class on the due date.**

Critical Timeline (100 points): To explore your social identity, the socializing factors that have influenced your life, and to apply course readings in a self-reflexive way, you are required to create a critical representation of yourself as a person with a particular "social identities." You should begin with your childhood and move through your life as you include the experiences, messages, social events, people, etc. who have had an influence—positive, negative, or otherwise—on the development of your identities. In addition, you should discuss how your identity development has been influenced by your choices and decisions—in other words, explore your agency. In addition to addressing

issues of gender, you should also attend to race/ethnicity, ability, class, sexual orientation, and other identities that are significant for you. The type of critical thinking and self-reflection demanded by this project are extremely valuable skills that better enable us to better understand our own experiences and articulate those experiences in ways that them to broader social and cultural issues. More specific instructions and guidelines regarding this assignment will be distributed in class in the weeks ahead. Completed timelines will be due in class on Tuesday, November 24th.

Midterm Exam (100 points) and Final Exam (100 points): You will complete two written exams in this course—a midterm and a final. Exams will be cumulative and include all material we have covered to that point in the semester. Exams are an opportunity for you to demonstrate your understanding of and ability to synthesize and apply course materials.

Grading Policy

There are 600 points possible in this course as determined by the following assignments:

- Attendance (60 points)
- Participation (90 points)
- Reading Response Papers (6 x 25 points each = 150 points)
- Critical Timeline (100 points)
- Midterm Exam (100 points)
- Final Exam (take home) (100 points)

Final course grades will be assigned according to the following scale:

Points	Grade	Points	Grade
582 - 600	A+	444 – 461	C
564 - 581	A	420 – 443	C-
540 - 563	A-	402 - 419	D+
522 - 539	B+	384 - 401	D
504 - 521	B	360 - 383	D-
480 - 503	B-	359 & below	F
462 - 479	C+		

Course and Instructor Policies

Assignment Format

Your assignments **must** adhere to the following formatting requirements (unless noted on an individual assignment handout):

- The following information must be included (single-spaced) at the top left margin of the

first page: your name, the title of the assignment, the course name and number, my name, the date submitted.

- All margins must be 1 inch.
- Font of your document should be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Follow APA (American Psychological Association) guidelines for pagination, headings, citations, and other formatting issues.
- Graphics, tables, and illustrations need to be clearly identified and explained (see APA guidelines).
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Multiple pages MUST be stapled together.

NOTE: Failure to adhere to formatting requirements may result in your assignment being considered “incomplete” and, therefore, unacceptable.

Late Work

Deadlines are a serious matter. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers.

For these reasons, late or incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or makeup submissions will be accepted without appropriate documentation.

Extra Credit

I do not curve individual items, nor do I offer “extra credit” work or “special consideration” to allow students a chance to raise their grade. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won’t be able to help you. However, I can work with you more easily if you speak to me when the situation arises.

Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom.

Technology Requirements

The course is taught using WebCT, and you should develop the habit of checking both WebCT and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through WebCT for the duration of the semester. Failure to check UTD or WebCT email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable

excuses for missing course-related emails or announcements.

Additionally, to protect your privacy rights, I will only send email through your official UTD email address or WebCT email. If you choose, you can redirect both of these addresses to external addresses.

Classroom and Equipment Use Policies

- **No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom.** I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or

material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the

academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

COURSE CALENDAR

I. Introductions

WEEK 1

August 20	Intro to course, expectations, members of our classroom learning community
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WEEK 2

August 25	Lecture/Discussion: What is gender? Why should we study it? Readings: <ul style="list-style-type: none">• Kimmel, “Introduction: Human Beings: An Engendered Species” (GS)
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II. Biological Arguments about Gender

August 27	Readings: <ul style="list-style-type: none">• Kimmel, “Chapter 2: Ordained by Nature: Biology Constructs the Sexes” (GS)• Sapolsky, “Testosterone Rules” (Reader) <u>Group #1 Reading Response Due (1)</u>
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WEEK 3

September 1	Readings: <ul style="list-style-type: none">• Buss, “Psychological Sex Differences: Origins Through Sexual Selection” (Reader)• Lorber, “Believing is Seeing: Biology as Ideology” (Reader) <u>Group #2 Reading Response Due (1)</u>
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III. Cross-Cultural Perspectives on Gender

September 3	Readings: <ul style="list-style-type: none">• Kimmel, “Chapter 3: Spanning the World: Culture Constructs Gender Difference” (GS) <u>Group #3 Reading Response Due (1)</u>
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WEEK 4

September 8	<p>Readings:</p> <ul style="list-style-type: none">• Mead, “Sex and Temperament in Three Primitive Societies” (Reader)• Herdt, “Coming of Age and Coming Out Ceremonies Across Cultures” (Reader) <p><u>Group #1 Reading Response Due (2)</u></p> <p>Hand out/Discuss: Critical Timeline Assignment</p>
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IV. Sex Roles, or Learning about Gender

September 10	<p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Chapter 4: So, That Explains it—Psychoanalytic and Developmental Perspectives on Gender Development” (GS) <p><u>Group #2 Reading Response Due (2)</u></p>
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WEEK 5

September 15	<p>Readings:</p> <ul style="list-style-type: none">• Hyde, “The Gender Similarities Hypothesis” (Reader)• Pascoe, “Dude, You’re a Fag: Adolescent Masculinity...” (Reader)• Kivel, “The ‘Act Like a Man’ Box (WebCT) <p>In-Class Video Viewing and Discussion:</p> <ul style="list-style-type: none">• Excerpts from “Tough Guise” <p><u>Group #3 Reading Response Due (2)</u></p>
September 17	<p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Chapter 5: The Social Construction of Gender Relations” (GS) <p><u>Group #1 Reading Response Due (3)</u></p>

V. The Social Construction of Gender Relations

WEEK 6

September 22	Readings: <ul style="list-style-type: none">• Gerson and Peiss, “Boundaries, Negotiation, Consciousness: Reconceptualizing Gender Relations” (Reader)• Dozier, “Beards, Breasts, and Bodies: Doing Sex in a Gendered World” (Reader) <u>Group #2 Reading Response Due (3)</u>
September 24	Readings: <ul style="list-style-type: none">• West and Zimmerman, “Doing Gender” (Reader)• Gould, “X: A Fabulous Child’s Story” (WebCT) <u>Group #3 Reading Response Due (3)</u> MIDTERM STUDY GUIDE and EXAM QUESTIONS HANDED OUT

WEEK 7

September 29	Midterm Review
October 1	MIDTERM EXAM

VI. Power, Privilege, and Difference: Interlocking Systems

WEEK 8

October 6	Readings: <ul style="list-style-type: none">• Johnson, “Introduction” (pp. vii-x) and “Chapter 1-3” (pp. 1-49) <u>Group #1 Reading Response Due (4)</u>
October 8	Readings: <ul style="list-style-type: none">• Johnson, “Chapters 4-7” (pp. 54-107) <u>Group #2 Reading Response Due (4)</u>

WEEK 9

October 13	Readings: <ul style="list-style-type: none">Johnson, “Chapters 8-10” (pp. 108-153) <u>Group #3 Reading Response Due (4)</u>
October 15	Video Viewing and Discussion: “Mirrors of Privilege”

VII. Gender and Social Institutions

WEEK 10

October 20	Readings: <ul style="list-style-type: none">Kimmel, “Chapter 6: The Gendered Family” (GS)
October 22	Readings: <ul style="list-style-type: none">Popenoe, “Modern Marriage: Revising the Cultural Script” (Reader)Coltrane, “Household Labor and the Routine Production of Gender” (Reader) <u>Group #1 Reading Response Due (5)</u>

WEEK 11

October 27	Readings: <ul style="list-style-type: none">Kimmel, “Chapter 6: The Gendered Classroom” (GS)
October 29	Readings: <ul style="list-style-type: none">Zittleman, “Being a Girl and Being a Boy: The Voices of Middle Schoolers” (Reader)Reay, “Spice Girls, Nice Girls, Girlies, and Tomboys: Gender Discourses, Girls’ Cultures, and Femininities in the Primary Classroom” (Reader) <u>Group #2 Reading Response Due (5)</u>

WEEK 12

November 3	Readings: <ul style="list-style-type: none">• Kimmel, “Chapter 8: Separate and Unequal: The Gendered World of Work” (GS)
November 5	Readings: <ul style="list-style-type: none">• Stull, “Knock ‘Em Dead” (WebCT)• Simpson, “Masculinity at Work” (WebCT) <u>Group #3 Reading Response Due (5)</u>

WEEK 13

November 10	Readings: <ul style="list-style-type: none">• Salzinger, “A Maid by Any Other Name” (WebCT) Video Viewing and Discussion: “Maid in America”
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VIII. Resisting Oppression: Afghanistan

November 12	Lecture: A Recent History of Afghanistan Readings: <ul style="list-style-type: none">• Notes from “Afghan Women: A History of Struggle” (WebCT)• Ritscher, “A Brief History of Afghanistan” (WebCT) <u>Group #1 Reading Response Due (6)</u>
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WEEK 14

November 17	Video Viewing and Discussion: “Motherland Afghanistan”
November 19	Readings: <ul style="list-style-type: none">• “Gender in Afghanistan” (WebCT)• Ayub, et al., “Addressing Gender-Specific Violations in Afghanistan” (WebCT) <u>Group #2 Reading Response Due (6)</u>

WEEK 15

November 24	Video Viewing and Discussion: “View from a Grain of Sand” CRITICAL TIMELINE DUE!
November 26	No Class—University Holiday

WEEK 16

December 1	Readings: <ul style="list-style-type: none">• Brodsky, “Chapter 2: I’m the Women who has Awoken” (WebCT)• Brodsky, “Chapter 5: My Voice has Mingled with Thousands of Arisen Women” (WebCT) <u>Group #3 Reading Response Due (6)</u>
December 3	Course Wrap-Up Semester Evaluations Hand Out Final Exam Essay Questions

FINALS WEEK: Submit final exam to my office by noon on Thursday, December 10.