

INTRODUCTION TO GENDER STUDIES

The University of Texas at Dallas, Fall 2010

Course Number: GST/SOC 2300-501 (3638)

Days/Time: Tuesdays, 7-9:45 p.m.

Location: CB1-1.106

Professor Contact Information

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Office Hours:

- Monday and Wednesday, 12-2 p.m.
- Tuesday 4-6:30 p.m.
- and 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 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, the media, friendship and dating, 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*. 4th ed. (Oxford University Press, 2010). Henceforth referred to as “GS” in course materials.
- Kimmel, Michael S. and Amy Aronson. *The Gendered Society Reader*. 4th ed. (Oxford University Press, 2010). Henceforth referred to as “Reader” in course materials.
- Kristoff, Nicholas and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. (Vintage Books, 2010).

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 (100 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 (if you attend class 90% of the time, your final course attendance grade will be 90 points). I do not distinguish between “excused” and “unexcused” absences when awarding final course attendance points.

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 (100 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 Analysis Papers (10 x 10 points each = 100 points): In order to help you prepare for class discussions and to facilitate a more cooperative and engaged learning environment for all members of our classroom learning community, you are required to prepare a formal, 2-page (more is acceptable, less is not) reading analysis for 10 class sessions of your choosing (only those sessions with assigned readings). Reading analysis papers are due at the beginning of class and must pertain to the assigned readings for that particular class session. When composing your reading responses you should strive to:

1. demonstrate that you've completed the assigned readings;
2. provide a thoughtful analysis of the assigned readings; and,
3. engage with the ideas/issues raised in the assigned readings.

A reading analysis paper represents a fairly straightforward type of academic writing. After completing the assigned material for that week, you will analyze those readings. A reading analysis is not simply a summary, nor is it meant to be a simple regurgitation of the main points or "facts" of each reading. Rather, analysis is a form of critical writing. As Shirley Wroblewski of the Michigan Society for Medical Research explains:

Critical writing is not just about acquiring data, memorizing facts, or reiterating what someone else thinks, but is a learned skill that involves active participation by the individual to understand the topic well enough to write a balanced and well communicated paper.¹

Thus, your reading analysis papers should represent your serious attempt to engage with the readings you have chosen and to put those readings "in conversation" with one another. What do they have in common--not only in terms of topics, but also tone and language/rhetoric? How are they different from one another? What are their motivations and aims/objectives? Are they persuasive—why or why not? What are their strengths and weaknesses? What response (emotional, intellectual, etc.) are they likely to elicit from readers?

Reading analysis papers are due at the beginning of class and will only be accepted in hard copy format, in class, on the appropriate due date, and when submitted by their respective author. They may not be submitted early, nor may they be submitted late.

You may submit reading analysis papers for any class session except session #1 (August 24), session #6 (September 28), and finals weeks. There are a total of 13 class sessions for which you may submit a reading analysis paper and you may choose those sessions that work best for you in light of your academic schedule and other commitments such as work and family. However, once a class session has passed, you may not submit a reading analysis paper for that session—therefore, it is important that you stay on top of this assignment and make certain you are able to submit the required total number of reading analysis papers.

"In the News" Journal (10 entries x 10 points each = 100 points): This journal encourages you to apply what you're learning in the classroom to the world around you as you make note of and respond to various discussions of gender in the news (print or online articles only; stories on news programs are not eligible for your journal). Your "In the News" journal should be kept in a composition notebook (no 3-ring binders!), and you should make one entry per week for 10 weeks of the semester. Your journal is due on November 16 (week 13 of the semester).

¹ See Shirley Wroblewski. "How to Write a Critical Analysis Paper." *Bio-Focus* 1(17), Fall 2007. Ann Arbor, MI: Michigan Society for Medical Research. Available: http://www.mismr.org/services/biofocus/BF-v1i17/BioFocus_v1i17.pdf

You will best be able to complete your journal by regularly readings print and online news sources (there are a number available online, including both U.S.-based and international). For each journal entry, be sure to:

- Include a copy of the article (clearly number, as in “Entry #1” and taped or stapled in place—you don’t want it to fall out!)
- Write a 1 page response to the article (not a summary). How does it relate to course themes and discussions? Does it provide further insight into an issue or a different perspective on an issue? This is an opportunity for you to share your thoughts and ideas on contemporary gender-related events and issues in the U.S. and around the world.

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 (100 points)
- Participation (100 points)
- Reading Analysis Papers (10 x 10 points each = 100 points)
- “In the News” Journal (10 entries x 10 points each = 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 eLearning and you should develop the habit of checking both the course eLearning site 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 eLearning 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 eLearning 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.

For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, and similar matters, please visit:

<http://go.utdallas.edu/syllabus-policies>

COURSE CALENDAR

We will make every effort to adhere to the calendar and schedule of activities that appears below. However, adjustments may need to be made in certain cases such as adverse weather conditions, illness of instructor, or similar events. Please be certain to check the course eLearning site regularly throughout the semester—I will post any class cancellations there as well as provide information on any necessary adjustments to the course calendar.

WEEK 1: Introductions

August 24	<p>Introduction: to course, expectations, members of our classroom learning community</p> <p>Lecture/Discussion: What is gender? Stereotypes of gender studies? Why should we study gender?</p> <p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Introduction—Human Beings: An Engendered Species” (GS)
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WEEK 2: Biological Arguments about Gender

August 31	<p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Chapter 2: Ordained by Nature: Biology Constructs the Sexes” (GS)• McCaughey, “Caveman Masculinity: Finding Manhood in Evolutionary Science” (Reader)• Sapolsky, “Testosterone Rules” (Reader)• Fausto-Sterling, “Of Genes and Gender” (Reader)
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WEEK 3: Cross-Cultural Perspectives on Gender

September 7	<p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Chapter 3: Spanning the World: Culture Constructs Gender Difference” (GS)• Lorber, “Men as Women and Women as Men: Disrupting Gender” (Reader)• Paige and Paige, “The Politics of Birth Practices: A Strategic Analysis” (Reader)• Herdt, “Coming of Age and Coming Out Ceremonies Across Cultures” (Reader)
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WEEK 4: Psychoanalytic Perspectives on Gender

September 14	<p>Readings:</p> <ul style="list-style-type: none">• Kimmel, “Chapter 4: So, That Explains it—Psychoanalytic and Developmental Perspectives on Gender Development” (GS)• Hyde, “The Gender Similarities Hypothesis” (Reader)• Pascoe, “Dude, You’re a Fag: Adolescent Masculinity and the Fag Discourse” (Reader)• Giordano, et al., “Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys” (Reader)• Letendre, “Sugar and Spice but not Always Nice: Gender Socialization and Its Impact on Development and Maintenance of Aggression in Adolescent Girls” (Reader)
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WEEK 5: Social Construction Theory

September 21	Readings: <ul style="list-style-type: none"> • Kimmel, “Chapter 5: The Social Construction of Gender Relations” (GS) • Epstein, “Great Divides: The Cultural Cognitive, and Social Bases of the Global Subordination of Women” (Reader) • Ridgeway, “Framed Before we Know it: How Gender Shapes Social Relations” (Reader) • West and Zimmerman, “Doing Gender” (Reader) • Gould, “X: A Fabulous Child’s Story” (eLearning) HAND OUT: Midterm Exam Review
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WEEK 6: Midterm Exam

September 28	MIDTERM EXAM—Conducted in Class
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WEEK 7: Privilege, Power, and Difference—Interlocking Systems of Oppression

October 5	Readings: <ul style="list-style-type: none"> • Frye, “Oppression” (eLearning) • Young, “Five Faces of Oppression” (eLearning) • McIntosh, “White Privilege and Male Privilege” (eLearning) • Johnson, “Chapter 2: Privilege, Oppression, and Difference” (eLearning)
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WEEK 8: Privilege, Power, and Difference—Interlocking Systems of Oppression

October 12	Readings: <ul style="list-style-type: none"> • Beale, “Double Jeopardy: To Be Black and Female” (eLearning) • King, “Multiple Jeopardy, Multiple Consciousness: The Context of Black Feminist Ideology” (eLearning) • Maps from Seager, <i>The Penguin Atlas of Women in the World</i> (all on eLearning), including: Map 1, Map 2, Map 3, Map 35, Map 36, Map 37, and Map 38 Group Activity: The Walk of Privilege
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WEEK 9: Gender & Social Institutions, Part 1: The World of Work

October 19	Readings: <ul style="list-style-type: none"> • Kimmel, “Chapter 8: Separate and Unequal: The Gendered World of Work” (GS) • Williams, “Glass Escalator: Hidden Advantages for Men in the “Female” Professions” (Reader) • Wingfield, “Racializing the Glass Elevator: Reconsidering Men’s Experiences with Women’s Work” (Reader) • Erickson and Pierce, “Farewell to the Organization Man: The Feminization of Loyalty in High-End and Low-End Service Jobs” (Reader) • Schilt and Wiswall, “Before and After: Gender transitions, Human Capital, and Workplace Experiences” (Reader)
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WEEK 10: Gender & Social Institutions, Part 2: The Media

October 26	Readings: <ul style="list-style-type: none"> • Kimmel, “Chapter 10: The Gendered Media” (GS) • Weitzer and Kubrin, “Misogyny in Rap Music: A Content Analysis of Prevalence and Meanings” (Reader) • Gillam and Wooden, “Post-Princess Models of Gender: The New Man in Disney/Pixar” (Reader) • Brown and Pardun, “Little in Common: Racial and Gender Differences in Adolescents’ Television Diets” (Reader) • Sanford and Madill, “Resistance through Video Game Play: It’s a Boy Thing” (Reader)
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WEEK 11: Gender & Social Institutions, Part 3: Gendered Intimacies: Friendship & Love

November 2	Readings: <ul style="list-style-type: none"> • Kimmel, “Chapter 11: gendered Intimacies—Friendship and Love” (GS) • Cancian, “The Feminization of Love” (Reader) • Rubin, “The Approach-Avoidance Dance: Men, Women, & Intimacy” (Reader) • Swain, “Covert Intimacy: Closeness in Men’s Friendships” (Reader) • Levine, “The Life and Death of Gay Clones” (Reader)
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WEEK 12: Global Perspectives—The Case of Afghanistan, Part 1

November 9	Lecture: A Recent History of Afghanistan Readings: <ul style="list-style-type: none"> • Notes from “Afghan Women: A History of Struggle” (eLearning) • Ritscher, “A Brief History of Afghanistan” (eLearning) • “Gender in Afghanistan” (eLearning) • Ayub, et al., “Addressing Gender-Specific Violations in Afghanistan” (eLearning) VideoViewing and Discussion: “Motherland Afghanistan”
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WEEK 13: Global Perspectives—The Case of Afghanistan, Part 2

November 16	Readings: <ul style="list-style-type: none"> • Brodsky, “Chapter 2: I’m the Women who has Awoken” (eLearning) • Brodsky, “Chapter 5: My Voice has Mingled with Thousands of Arisen Women” (eLearning) • Website for RAWA: The Revolutionary Association for the Women of Afghanistan (www.rawa.org) Video Viewing and Discussion: “View from a Grain of Sand”
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WEEK 14: Global Perspectives—Realities and Resistance, Part I

November 23	Readings: <ul style="list-style-type: none"> • <u>From Kristof and WuDunn, <i>Half the Sky</i>:</u> <ol style="list-style-type: none"> 1. Introduction: The Girl Effect (pp. xi-xxii) 2. “Chapter 1: Emancipating Twenty-first-Century Slaves” and “Fighting Slavery from Seattle” (pp. 3-16, 17-21) 3. “Chapter 2: Prohibition and Prostitution” and “Rescuing Girls is the Easy Part” (pp. 23-34, 35-45) 4. “Chapter 3: Learning to Speak Up” and “The New Abolitionists” (pp. 47-53, 54-60) 5. “Chapter 4: Rule by Rape” and “Mukhtar’s School” (pp. 61-69, 70-79)
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WEEK 15: Global Perspectives—Realities and Resistance, Part II

November 30	Readings: <ul style="list-style-type: none">• <u>From Kristof and WuDunn, <i>Half the Sky</i>:</u><ol style="list-style-type: none">1. “Chapter 5: The Shame of Honor” and “Study Abroad in the Congo” (pp. 81-87, 88-92)2. “Chapter 9: Is Islam Misogynistic?” and “The Afghan Insurgent” (pp. 149-160, 161-165)3. “Chapter 11: Microcredit: The Financial Revolution” and “A Care Package for Goretti” (pp. 185-198, 199-203)4. “Chapter 13: Grassroots vs. Treetops” and “Girls Helping Girls” (pp. 221-229, 230-232)5. “Chapter 14: What You Can Do” and “Four Steps You Can Take in the Next Ten Minutes” (pp. 233-251, 252-254) Course Wrap-Up/Semester Evaluations Hand Out Final Exam (take home)
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FINALS WEEK: Your final exam is due (via electronic submission—send directly to my email (jillian.duquaine-watson@utdallas.edu); exams submitted via eLearning or in hard copy will not be accepted) by 10 p.m. on Tuesday, December 7th.