



Course GST/SOC 2300
Course Title Introduction to Gender Studies
Professor Dr. Larissa Werhnyak
Term Spring 2017
Meetings TTh 2.30-3.45 (HH 2.502)

Professor's Contact Information

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Office Location HH 2.812
Email Address larissa.werhnyak@utdallas.edu
Office Hours MW 2.30 – 4.00. (Please provide me with advance notice of your intent to visit my office hours.)

General Course Information

Pre-requisites, Co-requisites, & other restrictions No pre-requisites.

Course Description This course will provide an introduction to the way gender shapes individuals, social institutions, and culture. It will examine gender, class, sexuality, race/ethnicity, and nationality as interactive systems. Topics include biological arguments about gender and sexuality; the cultural construction of gender; the psychology of sex roles; and the ways that gender shapes families, workplaces, and other social institutions.

Learning Outcomes

- 1) Students will be able to describe the ways gender shapes the lives of men and women by privileging certain definitions of masculinity and femininity, as well as by regulating expressions of sexuality.
- 2) Students will be able to explain how the concept of gender influences (and is influenced by) social institutions like families, workplaces, schools, and religious environments. Students will also gain understanding of how gender influences individuals' thoughts and actions.
- 3) Students will be able to demonstrate how gender, race, class, national origin, religion, and sexuality function as interactive systems.

Required Texts & Materials Kimmel & Aronson, *The Gendered Society Reader*, 6th ed. (ISBN-13: 978-0190260378)
Solnit, *Men Explain Things to Me* (ISBN-13: 978-1608464661)
These texts will be supplemented with various materials available on eLearning. Note that all readings are required unless designated otherwise.

Grading Criteria

Midterm exam:	20%
Final exam:	25%
Essay 1:	15%
Essay 2:	15%
Reading responses:	15%
Daily work (including participation):	10%

Major Deadlines

February 16:	Midterm exam (in class)
March 9:	Essay 1
April 13:	Essay 2
TBA (early May)	Final exam

Standards for Written Work

All written assignments must be free from pervasive spelling and grammatical errors, double-spaced, and printed in a twelve-point font on numbered pages; all documents extending to multiple pages should be stapled or paperclipped. Professional standards regarding margins and font style must be maintained. Handwritten work will not be accepted, nor will e-mailed work, unless prior permission has been received.

Make-Ups and Late Work

I reserve the right to refuse to accept late work submitted without my prior consent, as well as the right to substantially penalize late submissions. Specific penalties will be discussed in class and will be described in detail on assignment sheets. In-class work cannot be made up.

Class Attendance

Please arrive on time and ready to listen attentively to lectures and/or to contribute to classroom discussions, engage in activities, and participate in peer editing sessions. Along with the assigned readings, bring paper and a writing instrument to each class session.

Many important activities, such as quizzes/responses and peer editing sessions, will begin at the start of class. No extra time will be provided for students who arrive late.

If you are unable to attend class, you are responsible for obtaining lecture notes from another student. If, after doing so, you have questions about class materials, please plan to visit my office hours. If you are dealing with a situation that will or may require significant absences from class, please contact me at your earliest convenience to make arrangements.

Extra Credit

I do not and will not offer traditional extra credit, but I do offer a “seat bonus” which a student may earn by being in his/her seat and prepared to work when class begins. In order to be considered “prepared,” a student must come to class with the texts to be discussed during that class period and must have stowed and silenced any electronic devices he or she has brought to class. Attendance will be taken during each class session, and each student is responsible for ensuring his/her name appears on the sign-in sheet. Signing in any student other than yourself is an act of academic dishonesty.

Were a student to achieve perfect attendance, she/he would earn a seat bonus equivalent to 1% of the final course grade. (I.e., an overall grade of 89 would become a grade of 90.) Seat bonuses **will** be credited proportionately, so all is not lost if perfect attendance is not achieved.

Classroom Citizenship

I expect students to be attentive during class. No sleeping, reading newspapers, or studying for other classes!

During discussions, I expect students to be respectful and courteous to others at all times. Name-calling, swearing, and racist/sexist/homophobic statements will not be permitted. Vigorous academic dissent is entirely compatible with decorous behavior. If you are having a problem with another student, please contact me to discuss it.

Course Content

Students should recognize that this course will include the treatment of topics that some may find controversial or offensive. Students should not take this course if they will be extremely uncomfortable with frank discussions and images pertaining to human gender and sexuality. While students may not agree

with or approve of all ideas presented, they are encouraged to approach the course with an open mind and consider the importance of these materials in their historical and cultural contexts.

Communication policy

Email (via my UTD account) is the best way to contact me. I check my email regularly and guarantee that, absent the direst of emergencies, I will respond to your message no more than 24 hours after its delivery (and generally much sooner.)

I do not respond to messages regarding exams or written assignments that are delivered less than 24 hours prior to the deadline for that assignment. (Questions about readings, general course policies, and the like are fine at any time.)

Technology

Electronic devices must be silenced and stowed during class. I do not want to hear them or see them. (This includes laptops, iPads, and earbuds.) Violation of this policy will affect your grade; I also reserve the right to ask you to leave class if you are in violation. Please speak with me if you are dealing with a situation that requires you to keep your cell phone visible, e.g., an ill family member.)

Academic Dishonesty

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student, as well as the attempt to commit such acts.

Plagiarism, whether from the internet, from portions of papers submitted for credit in other classes, or from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism, which may be found in the general catalog. This course will use anti-plagiarism technology in order to identify cases of potential plagiarism.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The University policies and procedures that may be found at <http://go.utdallas.edu/syllabus-policies> are also incorporated into this syllabus.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Schedule of Assignments

Unit 1: What is Gender?

Week 1

T January 10: Introductions

Th January 12: Terms & Concepts

Reading: West & Zimmerman, "Doing Gender" (GSR)
Fausto-Sterling, "Where Does Gender Come From?" (GSR)

Week 2

T January 17: Biology

Reading: McCaughey, "Caveman Masculinity" (GSR)
Sapolsky, "Testosterone Rules" (GSR)

Th January 19: Biology, cont'd

Reading: Eliot, "The Truth About Boys and Girls" (GSR)
Tavris, "The Mismeasure of Woman" (eLearning)

Week 3

T January 24: Intersexuality

Reading: Lorber, "Men as Women and Women as Men: Disrupting Gender" (GSR)
Greenfield, "Should We 'Fix' Intersex Children?" (eLearning)

Th January 26: Transsexuality

Reading: Dozier, "Beards, Breasts, and Bodies: Doing Sex in a Gendered World" (GSR)
Meyerowitz, "From Sex to Gender" (eLearning)

Unit 2: Histories

Week 4

T January 31: Femininity

Reading: Cruea, "Changing Ideals of Womanhood During the Nineteenth-Century Woman Movement" (eLearning)
Friedan, "The Happy Housewife Heroine" (eLearning)

Th February 2: Masculinity

Reading: Bederman, "Theodore Roosevelt: Manhood, Nation, and 'Civilization'" (eLearning)
Ehrenreich, "Breadwinners and Losers: Sanctions Against Male Deviance" (eLearning)

Week 5

T February 7: Marriage

Reading: Cott, "An Archaeology of American Monogamy" (eLearning)
Bailey, "The Economy of Dating" (eLearning)

Th February 9: Review Session

Week 6

T February 14: Sexuality

Cott, "Passionlessness: An Interpretation of Victorian Sexual Ideology" (eLearning)
Katz, "The Invention of Homosexuality" (eLearning)

Th February 16: Midterm exam (in class)

Unit 3: Gender & Society

Week 7

T February 21: Learning Roles – Family and Relationships

Reading: Solnit, “Men Explain Things to Me” (MET)
Medved & Rawlins, “At-Home Fathers and Breadwinning Mothers” (GSR)

Th February 23: Learning Roles – the Classroom

Reading: Reay, “Spice Girls, Nice Girls, Girlies, and Tomboys” (GSR)
Watch: *Mean Girls* (in class)

Week 8

T February 28:

Watch/discuss: *Mean Girls* (in class)

Th March 2: The Workplace

Reading: England, “The Gender Revolution: Uneven and Stalled” (GSR)
Wingfield, “Racializing the Glass Escalator” (GSR)

Week 9

T March 7: Politics

Reading: Brescoll, “Who Takes the Floor and Why: Gender, Power, and Volubility in Organizations” (GSR)
McGinley, “Hillary Clinton, Sarah Palin, and Michelle Obama (eLearning)

Th March 9: Politics, cont’d

DEADLINE: Essay 1
1) Submit a hard copy to my office before 4 PM.
2) Submit an electronic copy to eLearning before 5 PM.

Reading: Cohn, “War, Wimps, and Women” (GSR)
Solnit, “Worlds Collide in a Luxury Suite” (MET)

**No class week of March 13 – Spring Break.

Unit 4: Gender, Media, Culture

Week 10

T March 21: Television

Reading: Fiske, “Gendered Television: Femininity” (eLearning)
Douglas, “Warrior Women in Thongs” (eLearning)

Th March 23: Television, cont’d

Reading: Fiske, “Gendered Television: Masculinity” (eLearning)
Davis et. al., “Own It! Constructions of Masculinity and Heterosexuality on Reality Makeover Television” (GSR)

Week 11

T March 28: Disney

Reading: Orenstein, “What’s Wrong With Cinderella?” (eLearning)
Footit, “Grotesque Drag Queens and Toxic Matriarchs” (eLearning)

Th March 30: Sports

Reading: Gorn & Goldstein, “Vigorous, Manly, Out-of-Door Sports” (eLearning)
Kimmel, “Sports Crazy” (eLearning)

Week 12

T April 4: Sports, cont'd

Reading: Cahn, "A New Type of Athletic Girl" (eLearning)
Cahn, "'Cinderellas' of Sport: Black Women in Track and Field" (eLearning)

Th April 6: Film

Reading: Faludi, "Fatal and Fetal Visions: The Backlash in the Movies" (eLearning)
Lipsitz, "'Thelma & Louise': The Last Great Film About Women" (eLearning)

Unit 5: Gender, Love, and Sexuality

Week 13

T April 11: Sex roles & gender

Reading: Cancian, "The Feminization of Love" (GSR)
Giordano et. al., "Affairs of the Heart: Qualities of Adolescent Romantic Relationships and Sexual Behavior" (GSR)

Th April 13: Heteronormativity & Homophobia

DEADLINE: Essay 2
1) Submit a hard copy to my office before 4 PM.
2) Submit an electronic copy to eLearning before 5 PM.

Reading: Warner, "What's Wrong With Normal?" (eLearning)
Pascoe, "Dude, You're a Fag" (GSR)

Week 14

T April 18: Pornography

Levy, "Raunch Culture" (eLearning)
Kimmel & Plante, "The Gender of Desire: The Sexual Fantasies of Women and Men" (GSR)

Th April 20: Reproduction

Reading: Schoen, "Between Choice and Coercion: Women and the Politics of Sterilization in North Carolina, 1929-1975" (eLearning)
Wertz & Wertz, "Natural Childbirth" (eLearning)

Week 15

T April 25: Sexual violence

Reading: Solnit, "The Longest War" (MET)
Stroud, "Good Guys With Guns" (GSR)

Th April 27: Catch-up and exam review

**Final exam date & location TBA.