

**Fall 2018**

GNDR 200-001 MWF 11-11:50 Federal Hall 0302

GNDR 200-004 MWF 1-1:50 Federal Hall 0122

Office Hours: Tues 9-noon

Wed 2-3 or by appointment

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**GNDR 200: Introduction to Gender Studies****Required Materials:**Joni Seager, *Penguin Atlas of Women in the World*, **fifth edition** 978-0143132349 (buy later)Anne Elizabeth Moore and the Ladydrawers, *Threadbare* 978-1621067399Michael Kimmel, *Angry White Men* 978-1568589619Gabby Rivera, *Juliet takes a Breath* 978-1626012516Margaret Atwood, *The Handmaid's Tale* 978-0385490818*Iron Jawed Angels* (showings Mon 27 Aug from 8-10 and Tuesday 28 Aug 2-4 Library Events Area)  
or you could buy or rent the film. Must watch before Aug 29.**2 required co-curricular events** from announcements in class or on the Blackboard site.Take yourself on a field trip to a toy store, and take notes, before Sept 7<sup>th</sup>.

You have to watch a movie with a friend who is willing to have a discussion about the movie with you. The movie cannot be one assigned specifically for this class.

- I. Course Description and Subject Matter**
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**Course Description:** Introduction to Gender Studies (GNDR 200) encourages students to think about the world around them from the perspectives of varied backgrounds and to think about the ways in which cultural ideas about gender influence social, political, economic and sexual options. Students are asked to analyze the ways in which cultural assumptions about gender affect the way people are educated, the way they participate in politics, their experiences at school and at work, and their self-image. By examining work, sports, beauty standards, poverty, crime, the family unit, and other institutions, students develop their ability to think critically about a range of important issues. This class will have more material about the United States, but we will also explore the construction and effects of gender in places and cultures other than their own. Students will examine the interaction of gender with other key social divisions like race, sexuality, class, age, religion and nation. Finally, since the social construction of gender becomes most apparent when it changes, this class will highlight some of the ways women, and men, have re-made femininity and masculinity over time and in different places.

**Subject Matter:** This course contains a lot of sensitive material. While femininity, masculinity and sexuality have changed a great deal over time and differ profoundly from place to place, in the realm of human relations, few beliefs are so deeply held as those about gender. Gender is also woven throughout other cultural and social systems, such as religion, family, economy, and politics. So, raising questions about the one often affects others. In American society today, many people define themselves principally by their gender roles, and so it can be difficult to look closely at how those roles came about or what they mean. Finally, many of the topics we will examine might be uncomfortable. A survey course on gender has plenty of controversial subject matter. We will not all agree on everything in this course. Perhaps we could

agree that there are some issues it would be good if we didn't have to study. It's not just controversy; there is material here that is horrific, sad and painful. But, these are parts of our world. It is appropriate that GNDR 200, as part of the Foundational Studies commitment to study ethics and social responsibility, undertake these sometimes controversial and sometimes painful issues. While we examine these highly charged topics, we should practice ethical behavior in our dealings with each other. There will be room for disagreement and differing opinions and perspectives in the class. For some people, some issues may be very sensitive. We should all keep in mind that national statistics of rape, sexual abuse, domestic violence, and sexual harassment indicate that we have a number of survivors among us. Sometimes personal insights help us understand subjects we study, but we certainly aren't required to offer personal experiences in class discussion. Be prudent. Take care of yourself. These are large classes, not therapy. Should you feel that you need to talk to someone about issues this class raises, there might be better resources.

## II. Resources

### **Statement on Non-Discrimination, Harassment, Sexual Misconduct and Reporting:**

Indiana State University is committed to inclusive excellence. To further this goal, the university does not tolerate discrimination in its programs or activities on the basis of: race, color, national origin, gender, age, sexual orientation, gender identity or expression, disability, veteran status, or any other protected class. Title IX of the Educational Amendments of 1972 in particular prohibits discrimination based on sex in any educational institution that receives federal funding. This includes sexual violence, sexual misconduct, sexual harassment, dating violence, domestic violence, and stalking. If you witness or experience any form of the above discrimination, you are asked to report the incident immediately to Public Safety: 812-237-5555 or to The Office of Equal Opportunity & Title IX: 812-237-8954.

With respect to sexual discrimination, instructors, faculty, and some staff are required by law and institutional policy to report what you share with them to The Office of Equal Opportunity & Title IX. You do, however, have the option of sharing your information with the following confidential resources on campus that are not required to share:

- [ISU Student Counseling Center](https://www.indstate.edu/equalopportunity-titleix): 812-237-3939; Gillum Hall, 2nd Floor room 210
- [Women's Resource Center/Victim Advocate](https://www.indstate.edu/equalopportunity-titleix): 812-237-3829; HMSU 7th Floor

For more information about discrimination and the support resources available to you through The Office of Equal Opportunity & Title IX, visit this website: <https://www.indstate.edu/equalopportunity-titleix>. Please direct any questions or concerns to: Associate Vice President for Inclusive Excellence and Title IX Coordinator; 812-237-8954; Rankin Hall 426; <mailto:ISU-equalopportunity-titleix@indstate.edu>

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy I will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged to contact confidential resources listed below. To make a report to the Title IX Coordinator, visit the Equal Opportunity and Title IX website: <http://www.indstate.edu/equalopportunity-titleix/titleix>.

Other Resources:

Emergency: 911 or ISU Public Safety is 237-5555, on campus x5555

24 hour crisis lines:

Hamilton Center 231-8200 or 1-800-742-0787

National suicide Prevention Hotline 1-800 273-TALK, 1-800-273-8522

CODA (Coalition Against Domestic Violence) 232-1736

## III. Course Rules, Policies, Manners and Expectations:

**Attendance:** Come to class. Arrive on time. Take notes. Pay attention and participate actively. Attendance is important because the class is not a verbal rendition of the textbooks. There will be material in lecture and discussion that is not in the reading. There will also be material in the readings that is not covered in class. You are responsible for all the material (lecture, discussion, readings, movie clips, museum tour, etc.).

Attendance is required for this course. There are no “free absences.” I expect you in class every day. Plan accordingly. Whenever possible, schedule appointments (with advisors, counselors, financial aid, doctors, job interviews, etc.) for time you have available, not during time that you have already committed to for this class. I do understand that life throws curve balls and the best planning might not always avoid all absences. So, everyone has three excused absences. These are not “free.” These three are for things like a field trip for another ISU class, a funeral, being snowed in off campus, your own illness, the illness of a child or dependent, a medical appointment that unavoidably conflicts with class (ie: appointment made before you had your class schedule, or one out of town that requires a whole day’s travel, or an urgent or emergency appointment that gives you no choice). Everyone has three and I do not need to pry or police how you manage the affairs of your life. Don’t bring me excuses. Three excused absences is a whole week of class. This should be plenty to handle the ordinary imponderables of a semester. If you have an unusual unplanned and unavoidable event or condition *that itself results in more than three absences*, talk with me. For something like this, do collect documentation. Discuss this with me in my office, or in several thoughtful e-mails. The few minutes I have before and after class are not the time to discuss significant individual circumstances for which you request special treatment in the course. Also, we need time to discuss appropriate make-up work. When you turn in the make-up work, you attach the documentation you have that includes those particular dates for the same unusual extenuating circumstance. Some examples of these exceptional situations are: pre-term labor and/or bed-rest for threatened miscarriage, extended hospitalization and/or rehabilitation, diagnoses and treatment of a serious condition, regular treatment for an ongoing condition out of town, a significant change in the condition and needs of a dependent.

Absences over three will begin to reduce the participation portion of your grade by 5 percentage points for each and every additional absence. **Anyone who misses 10 or more classes will automatically fail this course.** I take roll for my own purposes and I add it up at the end of the semester. **You keep track of your own absences and tardies for yourself.** Don’t ask me how many classes you have missed.

**Come to class on time:** Arriving tardy disrupts the class and demands extra time from me. If you are occasionally late, avoid disrupting the class as much as you can. Sit in the first empty seat. Wait until the class is over to ask me any questions, pick up any missed handouts and check to see if I have recorded you present. I take roll at the start of class and I put it away. If you come in after I have finished taking roll, see me **after class**. Depending on how late you were, I may record you present, I may record you T (tardy) or I may not record you present at all depending on how much class you missed. When I record attendance, multiple T’s are counted as each worth half of being present. One or even two T’s are counted as normal attendance.

**Contact the instructor:** If you have individual concerns or questions, you may want to speak with the instructor outside of class. During class time, I cannot answer questions about your own individual grades or work. Class time is devoted to course content, as guided by the syllabus, and to questions of general interest to the class as a whole. Very short questions can sometimes be handled in passing periods before and or after class. However, my primary responsibility before class is to get ready for class to start. After class, I must collect my materials and erase the board so that the class after us can get in. My office hours are listed at the top of this syllabus. My office is in Holmstedt Hall, room 282. If my listed office hours don’t work for you, I can meet other times. I spend a lot of time in my office. You could stop and check, or, better, you could make an appointment.

When you e-mail the instructor, always include a subject. Always include a message; never send an empty e-mail with an attachment. I won’t ever open an unexplained attachment. **Use your ISU e-mail only.** E-mails from other addresses sometimes end up in my junk mail and I won’t look for them. Always sign your name and, until midterms, also include the course and section. I have a lot of students in 4 different classes. If it takes me longer to figure out what class you’re in, it will take me longer to get back to you. I try to reply to e-mailed questions and concerns within 24 hours during the week and within 48 hours on the weekend. If I anticipate being out of e-mail communication for longer, I will try to let you know in advance. Please make sure that if you have a question you want a reply to, ask the question. E-mails like, “I missed class because my car didn’t start” might not get an answer because, 1) I noticed you weren’t in class when I took roll and 2) that’s not really a question requiring an answer from me, although I am sorry that you’re having car trouble. This e-mail would get a reply: “My car didn’t start, so I missed class. But my journal is done. I’m on campus now. Can I slide it under your office door?” If you need a reply from me and you have not heard back after 24 hours (or 48 on weekends), then send it again. Sometimes e-mail goes astray. Occasionally, I miss something.

I send e-mails too. Most e-mails I send do not require a response, for instance: “Dear Class, This is a reminder of the Writing Workshop on gender journals. The workshop is tonight in the Writing Center, in the library. The workshop is optional, but the workshop leader will take attendance for me. If you can make it, it’s a good idea to go.” Or “I appreciated your contribution to class discussion today. It was clear you had read the source you referred to in your

comments.” Neither of those would require a response from you. However, if I have asked you a question, I expect a timely reply from you.

**Laptops and portable electronic devices:** This course is live and unplugged. Take notes with paper and pencil or pen. Leave your lap-top in its case. Take out your earbuds and turn off your i-pod. Leave your phone alone. I understand that there may be an emergency occasion where you need to take a call. For instance, a caregiver calls you to come collect a sick child, or a hospitalized relative takes a turn for the worse. If you get an emergency call, leave to take care of your business. Do not take or make social calls or read or send text messages during class. If your indulgence in media distract the class **or me**, I will ask you to leave that day and the participation portion of your grade will suffer. There will be **one-two classes** where everyone is invited to bring and use web-surfing devices in class. One of these is noted below in the syllabus. If there is another, it will be announced in class beforehand.

**Academic Integrity:** Academic integrity is a cornerstone of academic life. As stated on ISU’s website (<http://www.indstate.edu/academicintegrity>): “All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty.” Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs.

Academic dishonesty includes, but is not limited to: 1.) Plagiarism. 2.) Cheating. 3.) Fraud. 4.) Using another person’s material as one’s own. 5.) Knowingly allowing another person to use one’s own work as their own.

If a student enrolled in this course engages in any form of academic dishonesty, he or she may fail the course and the incident will be reported to the Director of Interdisciplinary Studies, the Dean of Students, and to the Student Judicial Program. For more information, please see the Student Code of Conduct available on the web at: <http://www.indstate.edu/academicintegrity/studentguide.pdf>.

If you plagiarize, or cheat on quizzes or the exam, you do not get a chance to re-do the work. You get no credit for that assignment. Gross violations, like cheating on a test or copying and pasting into journal entries, could result in failing the course and other disciplinary actions. I report cheating and plagiarizing to my department head and also to the Office of Student Conduct and Integrity. **Please refer to section VII: Three Basic Rules of Citation.**

**For Students with Disabilities:** Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. **If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.**

**Course Manners:** Please be respectful of yourself, your classmates, and me. You are welcome to disagree with each other and with me. Disagreement creates good discussions. However, when you do, listen openly and learn from other interpretations, the examples that support them and the way that evidence, examples and specifics are used as support. Arrive on time. Don’t wander in and out of the classroom. Plan to take care of necessities before or after class. Do not disrupt class with private conversations, the use of electronic devices, or attempting to use class time to address individual concerns.

**Academic Freedom:** According to the American Association of University Professors’ statement on academic freedom, “Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.” We will have controversial material, but such controversy relates to the subject and is key part of both Gender Studies classes and the ISU Ethics and Social Responsibility Foundational Studies Courses. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty. See the following link for an extended discussion of academic freedom. <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

#### IV. Course Requirements:

**Assigned Readings:** Most reading assignments are noted in the syllabus below. There may be an occasional additional short reading distributed in class or announced in class and available via blackboard. Please complete the readings prior to the class for which they are assigned. For discussion, I expect you to have done the reading and also to bring either the material itself, or your extensive and high quality notes (or both) to class with you.

**Quizzes and assignments:** There will be reading quizzes almost every week, occasionally twice. These will be mostly on Blackboard. **Blackboard Quizzes close at 11am unless otherwise announced.** In class pop-quizzes and assignments distributed in class will be included in the quiz grade. If you forget them or miss class, you cannot turn them in late. You will have a few days to take each Blackboard quiz, but you only get one attempt. Blackboard quizzes are open book, open note, but you only get **one chance** on each quiz (one attempt). There are **NO MAKE UPS** for quizzes or assignments for **ANY** reason, including sickness, computer problems, or forgetfulness. I will not re-set any Blackboard quiz; I will not administer any make-ups for any in-class quiz; I will not accept any questions or assignments that count as quizzes unless you turn them in on time in class. Because there are absolutely no make-ups, for any reason at all, four grades will be dropped. If the power goes out while you are taking a quiz and you don't get to finish, that will be one that gets dropped. If you hit submit without finishing, you can drop that one. If you have computer problems with your connection, or with Blackboard, that quiz can be dropped. I won't re-set a quiz—not for any reason. If you leave an assignment at home the day it's due, no worries, plan to drop that one. If you forget to take one on Blackboard, fine. Drop it. If you miss class and there's a pop quiz, do not ask to make it up. You can drop that one. However, I suggest that you plan to take all of them, because you can't predict when something may come up to interfere with your plans and it would be a shame if you skipped some deliberately and then encounter a computer glitch when you've used up your wiggle room. **No make-ups, no re-sets.** I drop at least four *because* there are **no make-ups and no re-sets for any reason.**

**Participation:** I value participation very highly. The success of our class as a whole is based in part on your preparation and contributions. You will notice this in how I run the class and you should understand that I grade participation as carefully as I do papers and exams. This class of mine, in particular, requires participation. Everyone in this class starts with a 75% in participation. This grade can go up, or it can go down, or it can stay the same. While many people in my GNDR 200 earn A's in participation, there are also always a few whose grade goes down.

Your participation grade **will go down** due to multiple tardies, absences above three, chronic leaving during class (a pattern of leaving early, a habit of bathroom breaks, or any other habitual mysterious departure). Use of electronic devices, like ringing phones, texting, fiddling with your phone, listening to music, having ear buds in, or using a lap-top in class other than on a possible designated device days, **will** cause your participation grade to **drop**. Carrying on private conversations during class **will** negatively affect your participation grade. If you have a relevant comment, share it with us all. If you are talking about non-course related material, save it for after class. **Being clearly unprepared will also cause your participation grade to fall.** Talking a lot when you have not done assigned required reading will not raise your grade, and, indeed could even lower it. I make notes during and after class that record notable participation. I also note behavior (carrying on side conversations, using your phone or other device in class, doing homework for another class, being clearly unprepared for this class) that will cause your participation grade to fall. You can get a 0 in participation due to absences, tardies, repeated use of electronic devices, repeated disruptive side conversations and repeatedly being unprepared for class. If you and a neighbor repeatedly cause disruption to the class because of side conversations, I will assign you a new seat.

To raise your participation grade, show me that you have been doing the assigned reading by volunteering answers or by being prepared when I call on you. Your answers should **make specific references to examples** or points in the writing. Examples: "Mainardi's use of metaphor, like saying her husband grew fangs and pointy nails, shows that she really thinks housework is a battle of the sexes." "Wallace thinks that the Black Power emphasis on masculinity liberated African American men far more than African American women, like when she described still feeling expectations that Black women should be light-skinned or that she had to keep wearing dresses." Questions can also demonstrate that you have done the reading. "Why did Wubete's mother die and would her life have been different if her mother had lived?" "What does Feinberg mean by 'sie' and 'hir'?" Answers and questions should show that you completed the assigned reading and they should show you have been following the class discussion. One way to do this is to acknowledge the related points made by other students. This is more than just a cop-out "What she said." Or "I agree with him." This is more substantial like "Kaitlyn's right that Kimmel likes sports, or else he wouldn't spend so much time doing sports with his own kid, like coaching Little League." or "Bob's only half right. Laura Hershey doesn't like abortions for fetal defect. Bob's right she's against that, but she's not entirely against abortion rights. She wants clinics to have wheelchair ramps." **Quality participation shows that you have completed the reading.**

On the few days that are mostly lecture, there are also opportunities for class participation. These opportunities depend upon following and understanding the lecture of the day and or being able to refer to material we have covered previously. Pay attention. Take notes. Be familiar with your own notes.

Please note that absences, no matter how good and justifiable the reason, do not allow you to raise your participation grade. Please also note that just being in class, even with perfect attendance, will **not** raise your grade. Participation is active contributions that move the class discussion.

At the end of the semester, I tally my notes and I assign a participation grade and then I **do take** deductions for absences over three and for multiple tardies. Sometimes people are surprised at the effect their participation grade has on their overall grade. This is 15% of your grade and **it's not a gift**. It's a serious part of the class that you have to work for.

### **Assignments:**

Gender Journal: The major graded component of this course is the Gender Journal. Journals will be accepted late, but will be penalized by half a letter grade for every day or portion of a day late. **Papers will not be accepted late after they have been returned to the rest of the class.** No late work will be accepted after the course is over. Papers will be typed. Papers are a minimum of three entire pages long, double spaced, 12 point font, 1 inch margins. Each paper must **absolutely include specific use of required course materials.** Most papers also require additional material from outside the course. **Papers that do not indicate that you have been reading and understanding course material will fail.** Papers will take longer than two weeks to be graded and returned. I could be grading 80 of them.

Papers include writing about two announced and approved Co-Curricular events (events I believe are materially related to this class that are held outside of class at various times). Relevant co-curricular events may be announced in class as they come up and I will keep a running list of upcoming events posted to the course blackboard site. Not all campus events qualify. **Check my list.** If you think an event should be there and it's not, suggest it to me. I have added student suggestions in the past. Note, I'm looking for events with content. Social events don't work. You must attend two relevant (from my list) co-curricular events. The days and times will vary. There will be a wide range. When something fits your schedule—**GO!**—because if you leave this until the end of the semester, you might have a hard time fitting them in. Don't plan on using the last listed event, because if you miss it, or it's cancelled, there might not be another. I realize that people have very busy schedules, including other classes, work, athletics, social clubs and family responsibilities. That is why I do not require any particular co-curricular event. I allow the greatest flexibility I can to meet this requirement. I expect that there will be at least 40 possibilities at widely varying times. Attendance at two is a requirement for this course that you must be able to meet or your grade will suffer.

**If You Build It: There will be some time for this in class, but** this project is completed outside of class time. Groups may not be larger than 4. Guidelines will be passed out in class and posted on Blackboard. This is a multi-media project that is due towards the end of the course. It cannot be turned in late. If you have not checked in a project on the due date, you will all get a 0 for this portion of your grade.

**Housework:** This class has close ties to several co-curricular events and also has a number of days that require set-up and hauling things around. There's a lot of little jobs surrounding this class when it works well and each of you are responsible for contributing to the workings of the course. There will be a Housework folder of chores. You must sign up for and complete a chore. Chores are outside of class-time. Some chores have specific times, some have more flexibility. Some chores are easier than others, but all are worth the same. Sign up for something you can do, that fits your schedule, because if someone else (me) has to do work you signed up for, you get no credit. Do your chore without nagging, because it's easier for me to do your chore and record a 0 than it is for me to track you down and remind you to do it. If you forget to do your chore on time, there might, or there might not, be any left to do later. You'll probably get a 0.

**Final Exam:** This class has a final exam. It is comprehensive, which means that it covers material from the entire class. The final exam is in class. Make your travel plans with your final schedule in mind. The final exam will be mostly essay, including identification essays for terms that we have covered in the class, and a longer essay question.

**Make-ups and Conflict Exams:** Papers will be accepted late, with penalty, only until they have been returned to the class. Once they have been returned to the class, papers on that assignment will no longer be accepted late. Papers turned in late probably will fall in line behind all other grading I have for all my classes. They will take longer than two weeks to be returned. There are no make-ups for Quizzes, the Genderbread person, the Boxed-In Project, or for Housework. If you qualify for a conflict final exam according to ISU guidelines, see me **long before** finals week. Airplane tickets are not a

university sanctioned reason for a conflict exam. Make your travel reservations for AFTER your scheduled finals are complete.

**Grading:** All course work is graded out of 100%, or, A-B-C-D-F. Then each category of course work is weighted.

Weighted Average	Grading Scale
Quizzes and Assignments: 20%	89.5-91.5 are A-, 91.5-94.5A, 94.5-100 are A+
Gender Journal 35% (turned in twice)	79.5-81.5 are B-, 81.5-84.5B, 84.5-89.4 are B+
Participation 10%	69.5-71.5 are C-, 71.5-74.5C, 74.5-79.4 are C+
Sex Ed Group Project 10%	59.5-61.5 are D-, 61.5-64.5D, 64.5-69.4 are D+
Building Gender Project 10%	everything lower is an F
Housework chores 5%	
Final Exam 10%	

**What does an A mean?:** A work is exceptional. In the journal, the object lesson and the toy project, A work will address key parts of a question and will **consistently** draw on a variety of course material. A work uses specific examples in support of an overall interpretation or answer. A work advertises that the student has completed and understood all assigned readings and is able to incorporate information from reading and lecture. Moreover, A work will be polished with very few errors, factual or grammatical.

**B** work is work done well. It answers the question, and it demonstrates that the student has done the reading and paid attention in class. The work is neat with clear writing and no major errors of fact or grammar.

**C** work answers the question and shows that the student has come to class and has done much of the reading. Writing quality may be weaker, but should not be filled with major errors.

**D** work may not completely answer the question. Use of examples and specifics indicates perhaps the student has either not finished all of the required readings, or has misunderstood them. Work may show confusion about class lecture or discussion as well. Writing might be weak, but still intelligible.

Work that does not demonstrate connection to the **relevant required course reading and lecture** or that does not answer the questions in the assignment, is **F** work or worse. Writing might be very weak as well. But, please note, a well written journal that does not use required course materials or answer the question will still fail, or worse. Journals that have substantial writing problems interfering with the instructor’s ability to understand them will also fail. College work must meet a minimum standard of writing to pass. This is especially true of the journals, for which you have plenty of time and opportunities to get help with grammar, thesis and organization. If you have writing problems, please plan to make and keep appointments at our writing center before turning in work that is not college level writing.

**0%** Journals, projects and assignments not turned in or quizzes not taken are recorded as 0’s. Assignments that are substantially plagiarized will get a 1%. This is essentially no credit. The 1% is merely to let me tell from my gradebook what the problem was. It’s a code for me. **2%** Journals and assignments that do not meet the most basic requirements for the assignment (ie: do not address the question and/or do not use the required materials) may get 2%. This is essentially no credit. The 2% is merely to let me tell from my gradebook what the problem was. It’s a code for me.

**V. Course Syllabus: weekly topics, reading and assignments**

Please note that this schedule of readings and discussions is my best prediction at this point. There may be changes made during the semester. Changes will be announced as soon as they are made. Blackboard will not automatically send you reminders of upcoming due dates. You must follow the syllabus and any announced changes. If you lose the syllabus, you can find it posted on our class blackboard site. **Note that Blackboard Quizzes will close at noon on the day they are due unless otherwise announced.**

Week One		
Aug 22	Revealing Gender: In class discussion of video	
Aug 24	Lecture: Two Theories of Women’s Oppression and a Brief History of Feminism	

Week Two		
Aug 27	<b>CLASSES MEET IN LIBRARY EVENTS AREA</b> for guest speaker on African American women and women's suffrage.	
Aug 29	Discussion of <i>Iron Jawed Angels</i> in class	<b>Blackboard Quiz closes at 11am.</b>
Aug 31	Intersectionality Exercise in class	
Week Three	<b>Childhood</b>	
Sept 3	<b>LABOR DAY NO CLASS</b>	
Sept 5	Lecture: Teaching Children Gender	<b>Self-guided field trip to toy store before 7 Sept.</b>
Sept 7	Discussion: Report of your self-guided field trip to a Toy Store	<b>Quiz on the Syllabus closes tonight at 9pm.</b>
Week Four	<b>Unpaid Labor</b>	
Sept 10	Lecture: Historical sketch of reproductive work	<b>Worksheet handed out in class, due on Wednesday, to be graded like a quiz.</b>
Sept 12	Unpaid Labor: Have read and be prepared to discuss, Pat Mainardi, "The Politics of Housework," advertisements, Susan Cheever, "The Nanny Dilemma," Sue Shellenbarger column from <i>Wall Street Journal</i> , Fang Fang, "May my Dream Come True," Charlotte Perkins Gilman from <i>Women and Economics</i> , all on blackboard.	
Sept 14	Article on Gender and Space, TBA	<b>Quiz on the Syllabus closes tonight at 9pm.</b>
Week Five	<b>WORK</b>	
Sept 17	Work: Lecture: Historical sketch on Women and Waged Labor	
Sept 19	Work: In-Class quiz about Work, the Wage Gap, Tables and Charts.	
Sept 21	In class exercise on Women in the workforce	<b>First Gender Journals Due at start of class, in class.</b>
Week Six		
Sept 24	In class: <i>Miss Representation</i>	
Sept 26	In class: <i>Miss Representation</i>	
Sept 28	In class activity Readings on Beauty, Blackboard	<b>Blackboard quiz closes at 11am</b>
Week Seven	<b>LGBTQ</b>	
Oct 1	Historical Sketch: American Lesbian History	
Oct 3	Have read and be prepared to discuss: <i>Juliet Takes a Breath</i>	<b>Reading Quiz on Blackboard closes at 11am</b>

Oct 5	<b>FALL BREAK NO CLASS</b>	
Week Eight	<b>Masculinities</b>	
Oct 8	In Class: <i>Moonlight</i>	
Oct 10	In Class: <i>Moonlight</i>	
Oct 12	Discuss <i>Moonlight</i>	
Week Nine	<b>Masculinities</b>	
Oct 15	Discuss <i>Angry White Men</i> , Intro, ch 1-4	<b>Blackboard Quiz will close at 11am.</b>
Oct 17	Discuss <i>Angry White Men</i> , ch 5-Epilogue	<b>Blackboard Quiz will close at 11am.</b>
Oct 19	Gender and Space Design In Class	
Week Ten	<b>Sexualized Violence and Domestic Abuse</b>	
Oct 22	Lecture: Sexualized Violence and Domestic Abuse	
Oct 24	Discuss: <i>Shadows of Innocence</i> documentary Have watched <i>Shadows of Innocence</i> documentary, link on blackboard	
Oct 26	Bechdel Test Have watched a movie with a friend and discussed if it met the requirements. Have completed your Gender Journal entry about it	<b>Have watched a movie with a friend before Oct 26.</b>
Week Eleven	Media	
Oct 29	CLASSES MEET IN LIBRARY ROOM 028 Have read/watched materials on Women in the Media	<b>Blackboard Quiz closes at 11am</b>
Oct 31	CLASSES MEET IN LIBRARY ROOM 028	Distribute game sheets for game on Nov 2
Nov 2	Activity: Women of the World Game Must bring Penguin Atlas of Women in the World to class to play the game.	<b>Must bring to class, Women of the World game sheets. Turn in at end of class for quiz grade.</b>
Week Twelve	<b>The Politics of Reproduction</b>	
Nov 5	Historical sketch: Birth Control and Abortion in the US	
Nov 7	In Class Exercise with tables	
Nov 9	Discuss: <i>The Handmaid's Tale</i>	<b>Blackboard Quiz closes at 11am.</b>
Week Thirteen		
Nov 12	<i>Crash</i> exercise in class Have read: L.A. Bell, "Theoretical Foundations for Social Justice Education," on Blackboard	
Nov 14	Design a Sex Ed Curriculum: Group Project begins	

Nov 16	Sex Ed	<b>Second Gender Journals due in class, at start of class</b>
Week Fourteen Nov 19-23	<b>THANKSGIVING – NO CLASSES</b>	
Week Fifteen Nov 26 Nov 28 Nov 30	Sex Ed Curriculum presentations Sex Ed Curriculum presentations Meet in Library Events Area for the Art Show, bring friends, discuss Gender and Design	<b>Turn in Building Gender Project</b>
Week Sixteen Dec 3 Dec 5 Dec 7	Sex Ed Curriculum presentations Discuss: Anne Elizabeth Moore, <i>Threadbare</i> Gender Reveal: Reflections and Directions	<b>Blackboard Quiz closes at 11am</b>
Finals Week	<b>GNDR 200-001 Dec 14 (Friday) at 10am</b> <b>GNDR 200-004 Dec 12 (Wed) at 1pm</b>	<b>FINAL EXAM and collect any projects and assignments</b>

## VI. Course Objectives and their place in an ISU degree

**Course Aims:** This course satisfies Indiana State University’s Ethical and Social Responsibility requirement for the Foundational Studies program. Courses that satisfy the Ethics and Social Responsibility requirement are designed to prepare students to be responsible citizens. Responsible citizens identify problems in the society in which they live and act to solve those problems. They are engaged in their community or communities at the local, state, and/or federal levels. They think critically about the decisions that are being made at varying levels of authority and they act to influence those decisions in ways they see fit. Responsible citizens are also able to articulate the ethical basis for their recommendations in both written and oral formats. Courses in Ethical and Social Responsibility provide students with several opportunities to hone their responsible citizenship skills.

### The following are the specific Ethics and Social Responsibility Objectives developed at ISU.

1. Understand the historical and philosophical bases of ethical decision-making and social responsibility;
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility; and
4. Articulate how one’s framework and understanding of social responsibility shape one’s actions.

**Because this course is part of the larger Foundational Studies Program, it is important to place its goals within that context as well. By the conclusion of your Foundational Studies Program at ISU, you will be able to...**

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;

7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

**The program is also designed to build skills for applied learning. These Skill and Applied Learning Objectives require that the course contribute to...**

1. Developing critical thinking skills;
2. Developing information literacy skills;
3. Developing your writing skills (by including a graded writing component).

**Skilled and Applied Learning Requirements of the Foundational Studies Ethical and Social Responsibility Category also require that the course...**

1. Must give students the opportunity to apply what they are learning to real world scenarios;
2. Must include opportunities for experiential learning or community engagement;
3. Must give students the opportunity to identify and solve problems;
4. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g, novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.).

### **Content Objectives**

*By the end of this course, students will have...*

- Gained an understanding of the relationship between people's assumptions about gender and men's and women's lived experiences by analyzing social theory related to gender including theory on intersectionality, social roles and social learning, and the interactionist theory of gender.
- Examined the variation in women's experiences both within and outside of the United States. While the course in focused on the experiences of women in the United States, a significant amount of material is related to women who live in Eastern Europe, Asia, and Africa. By examining women's varied experiences both in the United States and worldwide, students will be understand that women's experiences, while related to gendered assumptions about men and women, are rarely if ever the same and are dependent upon the interplay between the larger context and their own personal experiences.
- Gained some comprehension of the ways in which societal institutions are organized around assumptions about gender. The course asks students to analyze the ways in which government policies, education, work, religion, the mass media "envision" women and influence the ways in which they, as citizens of the society that is governed by these institutions.

### **VII. Three Basic Rules of Citation:**

- 1. Don't Steal**
- 2. Drop Names**
- 3. Leave Breadcrumbs**

In many college classes you will need to follow a formal citation system, like MLA, APA or Chicago Style. Formal citation systems are all grounded in the three basic rules above, but they have specific requirements for the order of information and for format. Follow the instructions and expectations for each class you take. Here, in this class, you need only abide by the fundamental basic principles—don't steal, drop names and leave breadcrumbs. If you are using an assigned source for the course, the author name and page number, mentioned where you use the source, will be sufficient. If you are using an outside source, you will need to cite the source where you use it, and then provide complete citation information at the end of the paper. For a web site, citation information includes the complete URL and the date that you accessed the page.

**1. Don't Steal:** Stealing is wrong, and this includes stealing someone else's words and representing them as though they were yours. This is theft of intellectual property and it also messes up anyone's ability to trace the evolution and origins of information, ideas and phrases.

In addition, most of your writing should be your writing. After all, these assignments are meant to assess your comprehension, ability and growth as a scholar. I can't grade Joni Seager or Sandra Cisneros. Still, there might be times

when you “borrow” the work of others. “Borrowing” acknowledges where the words and ideas came from. Remember to “borrow” and not to steal. Two kinds of “borrowing” are direct quotes and paraphrasing.

**Direct Quotes:** Sometimes a part of good writing can mean using especially valuable and very short direct quotes. Direct quotes must be especially important words or phrasing. Direct quotes should be very short, especially in these tiny papers, and also very rare—absolutely no more than two per page, better one or fewer per page. Any direct quote that is longer than three lines of text must be block quoted, but because these papers are so tiny, there should be no block quotes. Do not use any quote longer than three lines of text. Direct quotes must be the very same words as the source. They must be enclosed by “ ” and they must be followed or preceded immediately, or surrounded, by a citation. Example: Reverend Lyman Abbot believed that education “must not be offered as a gift; it must be imposed by superior authority as a requirement.” (65) The citation in this example is within the sentence—the name of the source, Rev. Abbot—and also the page number in parenthesis right after.

**Paraphrasing:** Paraphrases are the same idea and information as a source, but the wording is **entirely** new. This means almost all new words, and ALSO, a different sentence pattern and usually a different ordering to information. Changing a couple of words, or changing the verb tenses or reversing the order in a list is not nearly enough to constitute a paraphrase. “Paraphrases” that are too close to the wording of the source are plagiarism. Paraphrases still need to be cited—after all the idea and the information is that of the source. But, paraphrases do not get “ ”. Example: Reverend Lyman Abbot wanted the Federal Government to force Native American children into Indian Schools regardless of whether or not those children wanted to go or their parents wanted to send them. (65) Same idea and same source as the direct quote in the first example, but none of the same words. I cited the source, but I did not use “ ”.

**2. Drop Names:** You cite sources because you shouldn’t steal, but ALSO because citing sources shows that you are engaging in a scholarly conversation and you have evidence and colleagues on your side in an interpretation. Citing shows that you are not making things up, that your writing is not fiction. Other scholars who read your work will be looking to see the company that you’ve placed yourself in with your citations. This is one reason why you must ALWAYS cite any statistic that you use. The citation of the statistic may give your reader greater confidence that you have chosen a reliable source, or it might allow the reader to assign a lesser weight to that part of your argument. Consider this. Say you read an article about the number of people killed in the current civil war in Syria. Would you want to know where the author got that number? If it came from the Syrian Government? From the Syrian Rebels? From the International Red Cross or the United Nations High Commissioner for Refugees (UNHCR)? Would knowing where the number came from change your feelings about the trustworthiness of the article? What if the author doesn’t say where the number came from? Dropping names establishes your legitimacy as a scholar. In the case of papers for this class, it is also REQUIRED. You MUST specifically show that you have used assigned sources for this course. You MUST drop names. If you do not do this, you are not following the directions for the assignment. Some paper assignments ask you to do outside reading. You MUST clearly identify your sources and where you found them.

**3. Leave Breadcrumbs:** The final purpose of a citation system is to spur the scholarship of those who come after you. Once someone has read your amazing interpretation, they are likely to want to know more and you help them out by showing them how they can read the same sources that you used so that they can come up with their own interpretation, or confirm yours, or so that they can branch off in a different direction. In any case, they want to read what you read. Your citations give them the information that they need to find the same sources. In a formal citation system, there are rules for how you organize the information in footnotes, endnotes, works cited and bibliography pages. In this class, I will not be picky about how you organize the information. If you use assigned course material, the name of the author and title of source and page number are enough. If you use an outside source, provide more complete information. Web-sites should be cited with their names and complete URL’s and also with the date you accessed the site.

### **VIII. Banned phrases, words and marks:**

Take this seriously. The use of these marks, phrases and words nearly always leads to bad writing. They are therefore banned in papers for this class. Use of these banned marks, words or phrases will result in lowered grades.

“;” the semi-colon. Do not use this punctuation mark. The ; is banned in this class.

“That being said” or “With that being said”

“Honestly” “In the day” or “Back in the day” “In the book it said” [Please note, the author is not an “it.”] “Quoted in the book” “Quoted by”

“Throughout history” or “Since the dawn of time” or similar sweeping generalizations referring to time.