

University Studies 160 - Gender Justice
Fall 2009
October 19-23, 2009

Section	Day	Time	Location	Facilitators	Email
1	Monday	9:00-10:50 am	Ross Hall 27	Jessie Hansen Clayton Johnson	jessieh@iastate.edu cjjohn@iastate.edu
2	Tuesday	2:10-4:00 pm	Pearson Hall 3125	Marlon Dortch Som Mongtin	mkdortch@iastate.edu polar04@iastate.edu
3	Wednesday	2:10-4:00 pm	Ross Hall 27	Penny Rice Jacob Wilson	pennyr@iastate.edu jwilson@iastate.edu
4	Friday	10:00-11:50 am	Pearson Hall 2149	Angela Hall Brock Severson	anglong@iastate.edu brocks@iastate.edu
5	Thursday	2:10-4:00 pm	Pearson Hall 3125	Mike Aguilar Chris Fowler	maguilar@iastate.edu cfowler@iastate.edu
6	Tuesday	2:10-4:00 pm	Pearson Hall 2125	Kevin Merrill Ebony Williams	kmerrill@iastate.edu ebonyw@iastate.edu

Facilitator office hours by appointment only.

Course Description:

This course is an introduction to contemporary gender issues present in the United States and will focus upon how the socialization process impacts our perspectives, experiences, and personal/professional relationships. Students will be exposed to theories and topics necessary to create understanding of issues occurring in society as well as develop skills to enhance communication and understanding among women and men. The purpose of this course is for students to receive practical and purposeful knowledge, grounded in research and theory that can be used to develop their own interpersonal and intrapersonal communication abilities and to affect social change. This is a seminar-style course which relies upon the active participation and thoughtful commentary to create substance and direction for all members of the class. The in-class activities will include mixtures of learning activities that have been chosen and designed to meet the course purpose.

Course Objectives:

1. Recognize how the socialization process impacts personal relationships and societal norms and values.
2. Understand the personal and professional costs, damages, and rewards of this socialization.
3. Develop skills to better understand and communicate with others.
4. Develop skills to become allies of women and other oppressed groups.
5. Learn about forms of privilege and oppression from varying perspectives.
6. Continued development of written and verbal communication skills.

Required Text:

Johnson, A. G. (2005). *The gender knot: Unraveling our patriarchal legacy*. Philadelphia: Temple University Press.

Make sure to acquire the 2005 updated/revised version of this text. The 1997 version will not suffice for the course. Five copies of the course text are available to read in the Sloss House between 8 am and 4 pm.

Facilitators may provide additional readings in class.

Expectations:

This course demands **thoughtful participation** in class discussions and activities. Students must:

- Read assigned materials prior to class in order to complete classroom exercises and participate in meaningful ways,
- Bring completed assignments when due.

Students are expected to listen and share with respect for the opinions of others and the classroom norms established during the first class period (see handout). We can learn from each other and we can agree to disagree. The main objectives for the course are to examine what we think we know, discover what we do not know, and develop a perspective that allows men and women to coexist in our community peacefully and respectfully.

Involvement in class discussion occurs in many forms, including (but not limited to): posing questions, providing answers or relevant information; demonstrating listening and verbal skills; and contributing to small group work and activities. It is important to present good examples based on current topics, and to build on the comments of other students. **Students are expected to turn off all pagers, cell phones, and other electronic devices during class time.** Those who fail to comply with this can anticipate their electronic devices to be collected at the start of each class session.

Homework Assignments and Grades

All written assignments will be completed and handed in on the date due. Papers will be double-spaced, written in 12-point font, and have no more than 1-inch margins on all sides of the document. Student must include a cover page that includes the students' name, course section number, title of assignment, and due date. The cover page does not count toward the total number of pages or words assigned.

Students must **complete the required assignments by the dates due** in order to satisfactorily complete University Studies 160 Gender Justice. This course is offered only as a satisfactory-fail grading basis.

Grading of written materials will include the following scale:

- + The paper exceeds well above assignment expectations
- The paper does not meet minimum assignment expectations and must be rewritten to receive credit. **Rewritten papers are due the class period following the return of a paper.**
- ✓ The paper meets the assignment expectations.

Academic Dishonesty

Academic dishonesty including intentional or unintentional plagiarism is of central importance in a course and discipline where actual, factual published ideas and research exists. All students are responsible for understanding and abiding by the University's policies regarding academic integrity and student conduct. Academic dishonesty—in all its forms—affects all students, staff, and faculty and is strictly prohibited. Consult the University's general catalog, ISU Student Information Handbook, and student code of conduct for clarification of definitions and policies.

Attendance

Students will **arrive to class on time and remain in class through the entire class period**. Because this is an eight-week course, excuses for absences will not be accepted unless a documented personal emergency occurs. Please address any **absences or attendance** issues immediately with your facilitators. Requests for an excused absence following the absence may be more challenging to acquire.

Students who miss more than one day of the course will automatically receive a No Credit/Fail grade for the course.

Students with a documented disability that affects their ability to participate fully in the course or who require accommodations are encouraged to speak with the instructor so that appropriate adjustments can be arranged to increase your full participation in the classroom. The ISU Disability Resources office can be reached at (515) 294-6624.

Project Descriptions

Cultural Artifact Collection - Cultural artifacts include, but are not limited to: advertisements found in magazines, newspapers, television, radio/music, billboards, etc. that depict a stereotypical gender role assignment; storylines in movies, television shows, children's books, etc. that depict a stereotypical gender role assignment or theme; other archives may fulfill this assignment – check with facilitators if you are not sure if your archive meets the requirements. Archives will be presented individually on two different days. These presentations should follow the directions in the cultural artifact presentation sheet.

Weekly Class Reflections – Often in class, there is limited time and opportunity to reflect upon the topics being discussed. Such reflections have been shown to be a significant factor in learning. It is also helpful for the facilitators to know how students perceive the class and for students to receive feedback from facilitators on their thoughts.

Each class, you will be provided with a WINDOWS worksheet. The four windows (facts, feelings, questions, ideas) will be used to guide your weekly reflection papers. They will also be used to engage in discussion during class. You will be expected to write notes on the worksheet during class and also while reading the assigned reading for the week. You will then be expected to bring this worksheet to class the following week to help guide your participation in the discussion. This worksheet should help you make connections between the class activities and the assigned reading.

In addition to the worksheet, you will be expected to complete five reflection papers throughout the class (see course schedule for due dates). This paper should demonstrate critical thinking skills and be **no less than 300 words** in 12 point font with 1-inch margins. The paper will be double-spaced and include students' name, section number and week number on a **cover sheet**. Students will want to consider the questions from the WINDOWS worksheet as they write daily reflections. We encourage you to use the four windows to guide four paragraphs of your paper.

Final Perspectives Paper – This paper will be the final product of your Gender Justice experience. Students will reflect on the classroom experience, the impact (if any) in their life, and what was most meaningful for them in the course. The paper will conclude with students' reflections on how they intend to apply the information from Gender Justice into their academic, professional, and personal lives. The paper should be no less than 4 pages (not including the

cover sheet), double-spaced with one inch margins, and 12 point font - papers must be at least 1200 words long to receive credit. This is not a recap of the course or a summary of your reflection papers, it is an overall reflection on how the course has impacted you and what, if anything, the course has caused you to think about differently and/or act differently

The questions from the WINDOWS worksheet may help guide this final paper. You may also want to consider the following questions:

1. What interesting points/concepts/ideas stand out from the readings or class discussions?
2. In what ways (if any) do you use the information from class in your life?
3. How might these impact your personal, academic, professional life?
4. What concepts, if any, did you have trouble understanding or grasping from the readings or class discussions?
5. What was your overall reaction to the course?
6. Any additional thoughts or questions you'd like to explore that have not been talked about in class.

Course Schedule

Week	Date	Topic/Agenda	Assigned Readings	Assignments Due
1	October 19-23	<ul style="list-style-type: none"> • Syllabus review • Review Course Schedule & Assignments • Discuss Classroom Norms • Video: "Gender: The Enduring Paradox" 		
2	October 26-30	<ul style="list-style-type: none"> • "Gender: The Enduring Paradox" Discussion • Chapter 1 & 2 Discussion • Hopes & Fears • Fishbowl Activity 	"The Gender Knot" <ul style="list-style-type: none"> • Chapter 1 Where are We? P. 3-26 • Chapter 2 Patriarchy, the System: An it, Not a He, a Them, or an Us P. 27-50 	<ul style="list-style-type: none"> • Week 1 Reflection Paper
3	November 2-6	<ul style="list-style-type: none"> • Chapter 3 & 4 Discussion • Act Like a Man/Act Like a Woman Exercise 	"The Gender Knot" <ul style="list-style-type: none"> • Chapter 3 Why Patriarchy? P. 51-77 • Chapter 4 Ideology, Myth, and Magic: Femininity, Masculinity, and Gender Roles P. 78-98 	<ul style="list-style-type: none"> • Week 2 Reflection Paper
4	November 9-13	<ul style="list-style-type: none"> • Chapter 9 & 10 Discussion • Intervention Strategies • Ally Development 	"The Gender Knot" <ul style="list-style-type: none"> • Chapter 9 Shame, Guilt, and Responsibility P. 207-223 • Chapter 10 Unraveling the Gender Knot P. 224-243 • Read Handouts 	<ul style="list-style-type: none"> • Week 3 Reflection Paper

5	November 16-20	<ul style="list-style-type: none"> • Guided Questions Discussion • Action Plan Discussion • Sexual Assault Exercise Continuum of Harm Exercise 		<ul style="list-style-type: none"> • Week 4 Reflection Paper • Action Plan
6	November 23-27	NO CLASS MEETING		
7	Nov. 30 – Dec. 4	<ul style="list-style-type: none"> • Cultural Artifact Presentations 	<ul style="list-style-type: none"> • Read Handouts 	<ul style="list-style-type: none"> • Week 5 Reflection Paper • First Cultural Artifact Presentation & Written Analysis
8	December 7-11	<ul style="list-style-type: none"> • Cultural Artifact Presentations • Revisit Action Plans & Spheres of Influence • Course Evaluations 		<ul style="list-style-type: none"> • Second Cultural Artifact Presentation & Written Analysis Final Perspectives Paper

9	December 14-18	Finals Week <ul style="list-style-type: none">No class meeting	Final papers and other class assignments can be picked up after January 11, 2010 at the Sloss House, Monday—Friday, 8:00 am to 4:00 pm.	
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Cultural Artifact Presentation

Students will gather and prepare for two different presentations on cultural artifacts they have identified. These will be from different mediums. For each presentation students will bring in a positive and negative gender role example. Materials may be gathered from any of the following and must be presented and handed in according to the instructions.

FIRST CULTURAL ARTIFACT PRESENTATION

Week of November 30-December 4:

Printed Materials:

- Artifacts from magazines, newspapers and other print materials will be removed from the source of the artifact. Artifacts from children's, adolescent or other books may bring in book or copy of books' cover.

Personal Life Experiences

- Typed descriptions of experience will follow written material guidelines for course found in syllabus. Students may eliminate names, titles, and other identifying characteristics of other people involved in the experience as long as the story is described fully.

SECOND CULTURAL ARTIFACT PRESENTATION

Week of December 7-11:

Television, film, theatre, other visual/radio, musical, auditory Sources:

- Typed description of the artifact will follow written assignment guidelines in the syllabus. If students are presenting an audio artifact, they will be responsible for the equipment needed.
- If students choose to highlight a video or YouTube example, students must email their artifact to their course facilitator s **four days** before the section meets.

All presentations must include:

- Title of the source of the artifact (magazine, book, website, etc.)
- Date of source (from a conversation on Sunday, October 10, etc.)
- Two questions regarding the artifact for the class to consider and discuss
- Student/presenter lead discussion

Students will hand in to their facilitators:

- Written analysis of artifact that includes source, date, and full description of the positive and negative stereotypes the artifact represents.
- Include how this represents or resists Johnson's "paths of least resistance."
- Follow written assignments guidelines from the syllabus.

Classroom Norms

- ❖ Respect—every individual has value in this class.
- ❖ Confidentiality—we encourage you to share the topics of discussion from this class, but individual stories and identities should not be shared outside of this classroom.
- ❖ Listen—in order to be active listeners it is important to be present and engaged.
- ❖ Speak with purpose—it is important to monitor ourselves. The content of this course lends itself to speaking about personal experiences. We encourage the use of personal stories to add to the discussion, but there should be purpose in the personal stories that links to the course material. Give everyone a chance to share and respond.
- ❖ Refrain judgment—we are here to learn from one another.
- ❖ Own your own statements—use “I” statements and try to refrain from speaking for a group of people.
- ❖ Challenge with good intentions—there will be a wide diversity of opinions and beliefs among the class. We should challenge one another to gain understanding, not to attack one another.
- ❖ Risk at your own comfort level—while we encourage everyone to share their experiences, we understand the sensitive nature of the topics discussed. You always have the right to decide what to share with the class.
- ❖ Others?