Gender 1100- Gender & Social Change  
Fall 2017 Course Syllabus  
Gender Studies Program, School of Social and Cultural Transformation  
University of Utah

*This syllabus is tentative and open to change. Changes will be announced in class.*

**INSTRUCTOR INFORMATION**
Instructor: Elizabeth Silva, MA  
Email: Canvas Email  
Office Hours: W 12:30pm-2:30pm/By apt.  
Building 44 Rm. 220

**COURSE INFORMATION**
Section: 003  
Days: Mondays & Wednesdays  
Time: 3:00pm-4:20pm  
Location: BEH S 109

**COURSE DESCRIPTION**
Fulfills core course requirement for gender studies majors and minors. Examines the forces affecting social change; gender roles and their changing definition in America. Focuses on skills and strategies for coping with changing gender-role expectations and their applications to individual lives.

**COURSE OBJECTIVES**
After completing this course, students will be able to:

1. Demonstrate an understanding gender theory and academic literature.
2. Critically analyze gender
3. Identify attitudes, values, and experiences that impact your personal understanding of gender
4. Examine their own gender role development and how it shapes their life experience
5. Enhance their analytical, written, and verbal skills associated with multiculturalism and diversity including the intersections of gender and race/ethnicity and sexuality.

This course will increase your awareness of the complexities of gender in two ways:

- First, we will read and discuss gender theory and academic sources toward developing a critical framework for understanding gender. You will also begin to understand gender in relation to other social formations such as race, class, sexuality, and nation. This material explores, against the background of the modern United States, how definitions of gender change. This is an ambitious goal and one that cannot be fulfilled in a lifetime of study, let alone one semester. Therefore, please understand that this is a survey course that will introduce you to a breadth of issues.
- Second, you will be asked to integrate course material into your life. Gender is an intensely personal topic, laden in values and life experience. Each of us is already a gender expert, but we do not always know how to articulate what we know. This course will be an opportunity to examine your gender role development and how gender, race, class, and sexuality have shaped you.

This class takes an *intersectional* approach that sees gender as always already mediated by race, class, sexuality, citizenship etc. The above general objectives should be understood through the lens of intersectionality and you will be asked to think of your gendered position in society through your gender’s relationship to your many other positions. As should be an implicit goal in all college courses, we will work toward fine-tuning your diversity awareness through analytical, writing and verbal skills, through in-class writing assignments, as well as large and small group discussions.
NOTE
We will discuss/analyze content that may not always be comfortable and may in fact be objectionable to some students. The course content and process is designed to stimulate reactions, promote personal self-assessments, and expand emotional and academic intelligence. ‘PG’ versions of such material are simply not available. For students who are experiencing personal crises or psychological instability, the course may not be appropriate. Please take a moment to consider your enrollment. On the other hand, some students who are in crises during the course have found the class to be helpful to problem solving and personal examination.

You do not have to change your core beliefs to succeed in this class; your beliefs and opinions are yours to keep and to share in class if you so choose. However, you will be expected to demonstrate a thorough and accurate understanding of course material, even if you do not agree with the course content.

According to the University of Utah Student Code of Conduct Section III A.3 any behavior that can be characterized as “[p]hysical or verbal assault, sexual harassment, hazing, threats, intimidation, coercion or any other behavior which threatens or endangers the health or safety of any member of the University community or any other person while on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance” is not tolerated in this classroom.

CANVAS & EMAIL POLICY
Please check your Canvas regularly. I will send updates regarding class and/or the syllabus via Canvas. Assignments will be submitted and grades with feedback via Canvas. Please email me any questions/concerns through Canvas email; generally, I reserve 48 hours to reply during the week and a little longer on weekends and holidays. PAPERS AND ASSIGNMENTS ARE NOT ACCEPTED VIA EMAIL.

THE AMERICANS WITH DISABILITIES ACT
In accordance with the Americans with Disabilities Act (Public Law 101-336), reasonable accommodation must be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Students are invited to meet privately with the instructor to discuss the need for reasonable accommodation for a covered disability. This statement in no way implies that a student identifies her- or himself as having a disability; however, a request for reasonable accommodation can only be granted when a student makes her or his disability known. If you will need accommodations in this class, give notice to the instructor and to the Center for Disability Services (CDS), Olpin Union Building 162, 581-5020 (V/TDD) to make arrangements for accommodations within the first two weeks of class. CDS will work with you and the instructor to make arrangements for accommodations.

ACADEMIC HONESTY AND PLAGIARISM
Compliance with strict standards of academic honesty is expected. Academic misconduct/plagiarism (see Student Code, Section 1, and B2) will not be tolerated and may be grounds for failure of the course, and suspension or dismissal from the University. Note that plagiarism is the failure to correctly cite/reference any words or ideas which are not your own. You should always reference the sources of your information. Plagiarism also includes the using of (or sharing with) others’ essays, quizzes, etc., and the use of pre-written, purchased, or downloaded materials. If there is ever a question, please ask me.

REQUIRED READINGS/MATERIALS
There is no textbook for this course. Required readings/materials are available on Canvas.
PRODUCTIVE CLASSROOM LEARNING ENVIRONMENT

There will be limits as to expressing opinions. In my attempt to enforce a respectful learning environment, I simply will not tolerate blatantly heterosexist (i.e., homophobic), misogynistic, or racist comments. Please consult with the instructor if you have questions about the appropriateness of the course for you.

Mutual Respect. I will show you respect by being prepared for class, providing clear directions and guidelines, listening to your thoughts and ideas, addressing your questions and concerns, valuing your opinions, giving you honest feedback, and assigning bias-free grades. I expect the same level of respect in return. You may show me this respect by:

• Reading assigned material prior to the start of class
• Arriving to class on time
• Paying attention
• Actively participating
• Meeting deadlines

Class Discussion. Because of the nature of this course, it is important that we all contribute to a space in which open discussions can take place in a respectful atmosphere. Even though we will actively and critically engage in dialogue, we each bear the responsibility for contributing to an environment that is mindful of difference and above all, respectful and non-judgmental. This means that we need to agree to actively listen to each other to try to gain an understanding of what each of us is saying and thinking about the content. This class must be a place in which we can bring out (often differing) beliefs and discuss them without being judged as “naïve” or “ignorant” or pigeon-holed into categories such as “racist” “politically correct” or “sexist.” For this to occur, we will need to be respectfully tentative about others’ opinions and critically self-reflexive of our own, realizing that we all hold dear certain points of view and have unique perspectives on the world. We all have the right to learn, explore, change and disagree in a respectful space. **Ideas, not people are open to critique.** This does not mean that we should not actively engage or challenge each other on important issues, when done respectfully, this is a powerful learning tool. Your comments should be tied to the course readings and research in gender studies.

Students at the University of Utah are encouraged to exercise personal responsibility, self-discipline and engage in the rigors of discovery and scholarship. Your ideas are very important, respected and valued. As a member of a shared community, we must take responsibility for creating a collaborative learning space where we can be open and honest in our discussions. Avoid personal insults and confrontations when you disagree with your instructor and/or classmates. **Disrespectful behavior towards the instructors and/or any classmates will also adversely affect your grade and can lead to formal disciplinary action.**

**GRADING**

Weights of Assignments
- 15% - Sentipensante Writing Reflections
- 15% - Discussion Starters
- 20% - Midterm: Media Analysis Presentation & Essay
- 15% - Attendance & Engagement
- 15% - Social Change Project
- 20% - Final Paper: Gender Journey Paper
- 100%
Grading Scale - Grades are assigned based on the following scale:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- Below 60 E

ASSIGNMENTS
All assignments must be submitted on CANVAS. Late assignments will not be accepted. Your grade in this class will be comprised of the following 6 elements:

(1) Sentipensante (sensing/thinking) Writing Reflection (15%)
110 points (10 points each, 11 total over the course the semester, 3 points for submission, 7 points for quality)
Due by 11:59 pm every Sunday. You are required to write a reflective piece on each Monday’s readings and/or pre-class activity. Reflections should be 1-1.5 pages (single-spaced, 1 in. margins). Based on what Laura Rendón calls a “Sentipensante” approach, you are to critically engage what you read, see, feel, and listen from your various intelligences (e.g. emotional, spiritual, intuitive, rational intelligences). You should comment on the readings from a sentipensante approach: What did you think and feel about the readings? Why? What did you learn that was especially significant for you? What is its significance for you? Each of the readings/videos/media should be referenced for full credit. Each reflection is worth 20 points. *First one is due August 27th

(2) Discussion Starters (15%)
55 points (5 points each assignment, 11 assignments over the course of the semester, 2 points for submission, 3 points for quality)
Due by 11:59 pm every Tuesday. You will be expected to post THREE discussion starters for each Wednesday’s readings and/or pre-class activity. A discussion starter is a question or statement that will help your peers think more critically and analytically about the readings, concepts, and themes of the class (note: do not turn in factual based questions like “What does masculine femininity mean?” Save a question like that for class). The purpose of this assignment is to encourage class discussion, verify that you are critically reading and synthesizing course readings, and to enhance your learning. For example, a question that meets the requirements may state, “When reading the section on token resistance, I was struck by how this concept is perpetuated in online dating tips for ‘How to Play Hard-to-Get.’ How does popular culture perpetuate the notion that token resistance is sexy?” *First one is due August 29th

(3) Midterm: Gender Stereotyping - Media Analysis Paper & Presentation (20%)
Paper (40 points) due: Friday, October 6 by 11:59pm
Presentation (10 points): October 2nd and 4th
The purpose of this assignment is to analyze the role of media in the construction/depiction/creation of gender. You will be looking for evidence of gender stereotyping, gender role socialization, gender inequality and other related concepts. Students are expected to select 4 sources (2 directed towards children, 2 directed towards adults) of popular media (i.e. music, movie, news article, magazine article, books) and analyze the manner in which it portrays gender and its possible intersections with sexuality, class, ability, religion, family, etc. The goal is to explain how the source of media depicts gender and potentially constructs/shapes/defines the reality of those who consume media. Papers should be 4-6 pages in length, double-spaced, and follow APA format.
**Additional details on Canvas
(4) Attendance & Engagement (15%)
120 points (24 classes, 5 points per class)
Students are expected to come to class prepared to critically discuss readings and/or videos. Each student is permitted TWO absences over the course of the semester. Subsequent absences or repeated tardiness/early departures, will result in grade deductions. Students will receive 2 points for being present and on time. The remaining 3 points will be given for engagement. This includes speaking up in class, being attentive (i.e. not playing on computer or phone), participating in small group discussions/activities, and/or asking questions. Absences will result in 0 points for the day. Tardiness will result in a loss of 2 points. Failure to engage in a respectful manner will result in grade deductions. Respectful engagement is reflected by remaining awake, reflective or active listening, sharing thoughts, feelings, and responses, asking clarifying questions, raising important concerns, and demonstrating a stance of benevolent curiosity and active thought about course material. Professionalism and respect for others are always expected. Students are not expected to agree with the presented material, however, it is expected that students will respectfully engage in thought-provoking conversation and remain open to concepts that are outside of their current world-concept. In order to support a respectful and safe learning environment, blatantly heterosexist (i.e., homophobic), misogynistic, or racist comments will not be tolerated.

(5) Social Change Project (15%, 100 points)
Due Date: Group Presentations December 4th and 6th
In small groups (4-5 students) you will collectively develop a presentation on a social change event. This is an opportunity to focus on how individuals/groups attempt to change the ways gender is organized. While we have focused largely on how cultural understandings of women, men, gays, lesbians, transgendered people, women of color, etc. are limiting, constraining, violent and/or oppressive, social change events give us ways to resist these limitations or think beyond them. Social change events may occur at a moment of collision or rupture within the ‘natural’ order of things. They are interventions made by those who would disagree with the status quo, attempted disruptions to the way things have been organized. While we often think of these events as large, publicized movements (i.e. Occupy Wall Street) they may also occur in local spaces and increasingly in spaces on the Internet (cyber space). Because these events are often local and overlooked they are at times ‘non-events’. Cultural/Performance theorist Diana Taylor has described nonevents as “daily, non-eventful enactments of embodied practice...Public attention focuses on the ‘event,’ as a limit case that epitomizes the sensational and the extreme, but overlooks the crime of poverty, marginalization, and social inequality.” While you may focus on an event thought of in the traditional sense (i.e. the suffrage movement) you may also focus on social interruptions that are considered nonevents (i.e. Feministing blog). As a group, you will choose one social change event to research and present. Possible events are listed on CANVAS.

**DETAILED ASSIGNMENT INFORMATION AND REQUIREMENTS ON CANVAS

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED

(6) Final: Gender Journey Paper (20%, 50 points)
Due: Friday, December 8th
In describing the experience of sharing a personal story about his gender role development, the author Michael Messner (2003) wrote:

"Part of 'normal' academic discourse has been to hide 'the personal' (including the fact that the researchers are themselves people with values, feelings, and yes, biases) behind a carefully constructed façade of 'objectivity.' Rather than trying to hide or be ashamed of one's subjective experience of the world, I was challenging myself to draw on my experience of the world as a
I hope to use my experience as an example of how those of us who are in dominant sexual/racial/gender/class categories can get a new perspective on the “constructedness” of our identities by juxtaposing our subjective experiences against the recently emerging worldview of gay men and lesbians, women, and people of color. These kinds of analyses point us toward imagining alternative social arrangements that are less constraining for everyone (p. 187).


The Gender Journey Paper is designed to challenge you to make connections between your own experiences and course concepts in order to identify the process of gender socialization in your life. This paper allows you to use the course content, including readings, videos, class discussion, and assignments to better understand how it is that you have come to understand gender.

**DETAILED ASSIGNMENT INFORMATION AND REQUIREMENTS ON CANVAS**

**Course Schedule**
The following is a proposed course schedule. It is subject to revisions, as needed, during the course of the term and students will be notified via email in advance regarding any changes.

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Monday, August 21: Welcome!</th>
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<tr>
<td>Introductions, Course Mechanics</td>
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<th>WEEK 2</th>
<th>Wednesday, August 23: Key Concepts</th>
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<tr>
<th>WEEK 2</th>
<th>Monday, August 28: Women’s Movement &amp; Gender Studies</th>
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<tr>
<td>Video: PBS Makers, women who make America- Part one: Awakening.</td>
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<tr>
<th>WEEK 2</th>
<th>Wednesday, August 30: Feminism</th>
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<tbody>
<tr>
<td>Watch: We should all be feminists</td>
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<tr>
<td>Ahmed. (2017), Introduction: Bringing feminist theory home</td>
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<tr>
<th>WEEK 3</th>
<th>Monday, September 4: Labor Day</th>
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<td>No class</td>
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<tr>
<th>WEEK 3</th>
<th>Wednesday, September 6: Privilege &amp; Oppression</th>
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<td>Feinberg. (2013). We are all works in progress.</td>
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| WEEK 4 | |
### Monday, September 11: Intersectionality
- Reed. (2008). Racing the Feminist Agenda: Exploring the intersections between race, ethnicity and gender. (pgs. 91-98 & Conclusion (pgs. 103-105)

### Wednesday, September 13: Patriarchy and Masculinity
- Johnson. (2009). Patriarchy, They system: An it, not a He, a Them, not an Us.
- Film: The mask we live in (Marriott Library access)
- Film: American Male: presented by MTV Networks on Vimeo

### Monday, September 18: Gender or Sex? Biological Destiny?
- Kimmel. (2017). Ordained by nature. The gendered society

### Wednesday, September 20: Constructing Gender
- Berkowitz, Manohar, & Tinkler. (2010). Walk like a man, talk like a woman: Teaching the social construction of gender.
- Launius & Hassel. (2014). The social construction of gender (Ch.2. in *Threshold concepts in women’s and gender studies: ways of seeing, thinking and knowing* ebook available via Marriott Library)
- Orenstein. (2012). What makes girls girls? (Ch. 4 in *Cinderella ate my daughter: Dispatches from the front lines of the new girlie-girl culture*)

### Monday, September 25: Gender creativity (Guest speaker Kyl Meyers)
- Watch *Want gender equality? Let’s get creative* (TEDx by Kyl Meyers)
- Gender-Creative Parenting (Myers)
  - [http://www.raisingzoomer.com/article/2016/3/19/n9s4wtfcsiwhjojiffqwhi33ttr1q1](http://www.raisingzoomer.com/article/2016/3/19/n9s4wtfcsiwhjojiffqwhi33ttr1q1)
- Sweet social experiment (Myers)

### Wednesday, September 27: Gender in the elementary school classroom

### WEEK 7

**Monday, October 2**
Midterm Presentations

**Wednesday, October 4**
Midterm Presentations

### WEEK 8 FALL BREAK

**Monday, October 9**
No class

**Wednesday, October 11**
No class

### WEEK 9
### Monday, October 16: The workplace

### Wednesday, October 18: M/othering

### Monday, October 23: Youth
- Film: Growing up Trans

### Wednesday, October 25: Guest speaker: TBA
Readings TBA

### Week 10

### Monday, October 30: Sexuality
- Tolman. (2016). Adolescent girls’ sexuality: the more changes, the more it stays the same.

### Wednesday, November 1: Sexual fluidity
- Diamond. (2008). Will the real lesbians please stand up & How does fluidity work?

### Week 11

### Monday, November 6: Sexuality in media
- Samudzi. (2017). White feminism doesn't know what to do with Amber Rose.
- Brown. (2016). “She isn't whoring herself out like a lot of other girls we see”: Heteronormative propriety and “authentic” American girlhood on Taylor Swift fan forums.

### Wednesday, November 8: Masculinity, Violence, and Media
- Film: Tough Guise 2: Violence, Manhood, & American Culture

### Week 12

### Week 13
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<tr>
<th>Date</th>
<th>Event</th>
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| **Monday, November 13:** Transgender lives matter | ➢ Stryker. (2008). Chapters 1 & 2 from Transgender History  
➢ Film: Laverne Cox Presents: The T Word |
| **Wednesday, November 15:** NO Class, Instructor Presenting at NWSA | ➢ Meet with your group to work on final project, we will not have class this day. |
| **WEEK 14** |   |
➢ Ryan. (2016). From transgender to trans*: the ongoing struggle for the inclusion, acceptance and celebration of identities beyond the binary. |
| **Wednesday, November 22:** Fall Harvest | No class |
| **WEEK 15** |   |
| **Wednesday, November 29:** Feminism and Gender Studies in Action | ➢ Ahmed. (2017). Conclusion 1: A killjoy survival kit.  
➢ Watch Ovarian Psychos |
| **WEEK 16** |   |
| **Monday, December 4** | Social Change Presentations |
| **Wednesday, December 6** | Social Change Presentations |
CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION
EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUSS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- See Something, Say Something: Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.