

GS 100*01: Introduction to Gender Studies
Fall 2015 – 2:30-3:50 – SE 123

Professor: Dr. Kim Lacey (please, call me Kim!)

In-person office hours: M/W 12-2 pm
and by appointment

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Course hashtag: #GSF15

Course questions: Is gender a performance? What is gender? Is there harm in defining gender? Does a definition limit personal understanding? What does it mean to identify with one or more genders? How can we talk about gender? What vocabulary can we use?

Course style: This course will be conducted as a seminar, meaning you are expected to come to class ready to participate. There will be very few lectures—your inquiry, confusion, and interests will drive our in-class conversations. Be ready to talk each day we meet.

Course description: Core course for gender studies minor. An analysis of the significance of gender in our culture, from the perspectives of communication, English, history, philosophy, political science, psychology, sociology. GS 100 is a Category 10 course, meaning part of our goals will be to write effective, researched academic texts in English.

A note about the content of our course: We will be dealing with very complex and mature subject matters this semester. A lot of the content we read and watch will be *profane, graphic, violent, and sexually explicit*. If such topics bother or deeply offend you, this is probably not a course that best fits your needs. Please know that I do not expect you to agree with everything we discuss, but I do ask that you have an open mind and engage with the texts in an appropriately professional and academic manner. Some of the material we will be discussing is highly sensitive and incredibly personal. Please note that you are never under any circumstance expected to self-disclose any information you do not want to. As a member of this class, you must also respect others who do self-disclose information (this includes but is not limited to sexual orientation, gender identification, social and personal experiences, etc.). Confidentiality is an important aspect of our classroom experience.

Required Texts to Purchase (listed in order of use): This text has been ordered at the bookstore, but feel free to shop around online for the cheapest price.)

Wade and Ferree, *Gender: Ideas, Interactions, Institutions* (ISBN: 978-0393931075)

Webtexts linked on course calendar

Additional handouts, readings, and other materials distributed in-class or on Canvas

Assignments (for more details, see “Assignments” tab on Canvas):

Six Response Essays: 30% (5% each)

Reading Quizzes: 12% (4% each)

Scrapbook Project: 25%

Various in-class and homework assignments: 26%

Part II: Game Day analysis (due on Canvas September 21): 5%

Part III: Sexual dimorphism in perspective (due in-class September 28): 4%

Part IV: How performances vary from context to context (due in-class October 5): 4%

Part V: Implicit associations analysis (due on Canvas October 19): 5%

Part VI: What shouldn't men do? (due in-class November 2): 4%

Part VII: Is heterosexuality gendered? (due in-class November 16): 4%

Professional In-Class Work Ethic (see below): 7%

Professional In-Class Work Ethic: As a member of this course, you are responsible for participating responsibly. This means coming to each class with the reading completed and with interesting ideas to contribute to our conversation. Confusion is welcomed! Don't feel that you have to understand everything—being a professional member of a group includes understanding that learning is a process. In addition, you should show up on time and respect others' opinions while in class. Opinions of all kinds are welcome, but disrespect will not be tolerated.

Grading Scale

↑95%: A

↑90%: A-

↑87%: B+

↑83%: B

↑80%: B-

↑77%: C+

↑73%: C

↑60%: D

0%: F

Course Policies

The decision to take this course is yours, but once you make that decision, you have responsibilities to everyone else in this community of learners. It is your responsibility to abide by the following course policies in order to contribute to our classroom's productivity.

Attendance: It is in your best interest to attend class regularly. Attendance means much more than simply showing up to class. Attendance in GS 100 means being present in class through active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Please find a classmate and exchange e-mail addresses. In case you miss class, it is your responsibility to contact a classmate to find out what you missed. My office hours will not be used as a "make-up" class period.

E-mail: Check your SVSU e-mail daily. It's the university's official mode of communication, and there is no excuse why you shouldn't check it often. You need to have internet access for this course. Our campus is wireless and many other locations off campus also have free Wi-Fi, so be sure to take advantage. If you are having difficulty connecting, make sure you call my office (989-964-2016). Not having access is not an excuse.

Grade postings: All grades will be posted on Canvas.

Technology Policy: I encourage you to use whatever note taking system you prefer. If, however, you choose to use a personal computing device, you are asked that it be used for class work only. Phones must be turned to silent during class time. If you are expecting an important phone call during class,

please sit near the door so you can leave the room without disrupting others. I understand the need to feel connected, so cell phones are not banned in our class. However, you are required to be an active member of our learning community. If you feel that you can multi-task effectively and participate in class discussions, then feel free to do so. You are highly encouraged to Tweet during class with our course hashtag: #GSF15. Just be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted, this may affect your final professionalism grade.

Late Work: Late work is unacceptable. Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 8 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

Disability and Non-Discrimination Clause: Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services, Curtis Hall, Room C-112, Phone: 989-964-4168. SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

Academic Integrity Policy: According to the *SVSU Student Handbook*, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process. Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. In GS 100 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment and will be reported to the Academic Conduct Board for further sanctions. In GS 100, any student who engages in any of these behaviors that undermine the educational process will be asked to leave the class immediately, and lose any possible credit for that class period. To return to the class, the student will be required to schedule a meeting with the instructor to discuss his or her plans for modifying their behavior in question.

Writing Center Information: One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours: M-R 9am-7pm; F 10am-2pm
Location: Zahnow 308 (3rd floor of the library)
Phone: 989-964-6061
Website: www.svsu.edu/writingcenter

Course Schedule

All readings must be done before class

All readings not in our textbook are linked on Canvas ("Pages" → "Readings" → specific date)

This schedule might change. If it does, I will notify you in class and in writing

Date Discussion Theme	Reading	Assignment Due
Part I: Introduction		
M, 8/31 Intro to class Understanding the Complexities of Gender		
W, 9/2 High heels	Gender: Ch. 1 High heels and distinction among women Why did men stop wearing high heels?	
M, 9/7	No Class; university closed	
Part II: Ideas		
W, 9/9 Gendering	Gender: Ch. 2 Review Scrapbook assignment	Part I Response
M, 9/14 Social construction	When cowboys wore pink The fractal nature of the gender binary Pointlessly gendered products (Pinterest page)	Scrapbook: post link to Storify on Canvas
W, 9/16	Game Day (Bring in a “gendered” game if you have one!)	
M, 9/21 Binary resistance	Germany offers third gender option on birth certificates What each of Facebook’s 51 new gender options means India’s third gender claims its place in law	Game Day Analysis (due on Canvas)

[Denmark passes groundbreaking gender “self-determination” law](#)

[U.S. women’s colleges change admission policies for transgender students](#)

[Boys will be boys? Not in these families](#)

Part III: Bodies		
W, 9/23 Bodies	Gender: Ch. 3	Reading Quiz #1 Part II Response
M, 9/28 Bodies, continued	What makes a body obscene? Tits Sex shocker! Men and women aren’t that different	Scrapbook: Part II Links Sexual Dimorphism activity (in-class)
Part IV: Performances		
W, 9/30 How we do gender	Gender: Ch. 4	Part III Response
M, 10/5 Gender performances in context		How performances vary from context to context activity (in-class)
W, 10/7 Gender policing	On queering parenting and gender neutrality Doing gender with wallets and purses Men and women use uptalk differently: A study of Jeopardy! Female husbands in the 19th century	Scrapbook: Part III Links
M, 10/12	In-class: Begin watching <i>Paris is Burning</i>	
Part V: Intersections		

W, 10/14 Gender: Ch. 5
Finish watching *Paris is Burning* Part IV Response

M, 10/19 [Lumbersexuals and white, heteromascu-
line pageantry](#) Implicit associations
Gender and class [The privilege of being an upper-class dad](#) analysis (due on
Canvas)

[Class privilege and parental leave](#)

[Classism in the rise and fall of the Duck Dynasty patriarch](#)

[What about the fathers?](#)

W, 10/21 [Gendering #blacklivesmatter](#) Reading Quiz #2
Gender and race [Masculinity vs. "Misogynity": What Asian Americans can learn from #UCSB shooting](#) Scrapbook: Part IV
Links

[When your \(brown\) body is a \(white\) wonderland](#)

[Intersectionality extends to fat acceptance, too!](#)

[What a "racebent" Hermione Granger really represents](#)

M, 10/26 [Why Lesbian and Gay Men Don't Share Space](#)
Gender and sexuality [Masculinity, gender nonconformity, and queer visibility](#)

[Race + Hip Hop + LGBT equality](#)

[My life as an invisible queer](#)

Part VI: Inequalities

W, 10/28 Gender Ch. 6 Part V Response
Androcentrism

M, 11/2
What men should
and shouldn't do

[Dockers defines manhood as anti-everything except dirt and patriarchy](#)

[Taking the "care" out of care work](#)

[NFL hazing and Jonathan Martin's man card](#)

[Paternity leave: The rewards and the remaining stigma](#)

[Gay male athletes and discourses of masculinity](#)

What men shouldn't do activity (in-class)

W, 11/4
Cheerleading

Gender Ch. 7

Scrapbook: Part V
Links

M, 11/9
Benevolent sexism

[The problem when sexism sounds so darn friendly](#)

[Power, Mickey Mouse, and the infantilization of women](#)

[The superheroes](#)

[My two cents on feminism and Miley Cyrus](#)

[Serena Williams' patriarchal bargain](#)

W, 11/11
Violence against women

Watch in-class:
[Violence against women—it's a men's issue](#) (19:06)

[Patrick Stewart talks about domestic violence](#) (5:03)

Part VII: Sexualities

M, 11/16
Sexualities

Gender, Ch. 10

Part VI Response

Is heterosexuality gendered activity (in-class)

W, 11/18 Sex sells	Gendered reactions to male and female nudity Hunkvertising Gender, sexualization, and Rolling Stone	Reading Quiz #3
M, 11/23 Rape culture	Rape culture 101 Meet the college women who are starting a revolution against campus assault Rape, rape culture, and the problem of patriarchy	
W, 11/25	No Class: University Closed	
M, 11/30	Gay grief in cowboy country In-class: Begin watching <i>The Laramie Project</i>	Scrapbook: Part VI Links
Part VIII: Looking Back to Move Forward		
W, 12/2	In-class: Finish watching <i>The Laramie Project</i>	Part VII Response
M, 12/7 Onward	Looking back: Parts I-4	
W, 12/9 Last day of class	Looking back: Parts 5-7	Scrapbook: Part VII links due
W, 12/16		Scrapbook: Due