

SSI1 163: Gender Bending
Monday/Wednesday (2:00pm-3:20pm)
Location TBA
Fall 2017

Professor: Megan Carpenter, Ph.D.
Email: mcarpenter@pugetsound.edu
Office: Weyerhaeuser (WEY) 307B
Office Phone: (253) 879-3802
Office Hours: TBA

Class Assistant: TBA
Writing Liaison: TBA

Required Materials:

- Graff, G. & Birkenstein, C. (2015). *“They say/I say”*: The moves that matter in academic writing (3rd ed.). New York, NY: W.W. Norton.
- Hacker, D. & Sommers, N. (2013). *A writer’s reference: University of Puget Sound* (7th ed.). Boston, MA: Bedford/St. Martin’s.
- Bornstein, K. & Bergman, S.B. (2010). *Gender outlaws: The next generation*. Berkeley, CA: Seal Press.
- Additional assigned readings will be available on Moodle.

Course Description: Before a child is even born, innumerable expectations have been developed about what that child’s life will entail; what they’ll look like, how they’ll identify, what they’ll wear, who/what they’ll play with... even what they’re favorite color will be. However, society is becoming more aware that a person’s genitalia does not always coincide with their gender identity. Moreover, even for individuals who identify within the gender binary (i.e., woman/girl or man/boy), the expression of gender and adherence to gender role ideologies varies greatly.

SSI1 XXX, which fulfills the first semester Seminars in Scholarly Inquiry (SSI) core requirement, is designed to examine the various theoretical perspectives on gender identity, expectations, and expression, with a particular emphasis on transgender and genderqueer identities. Students will review relevant media, popular press, personal narratives, and academic articles about the various framings of, and issues relating to, gender. In doing so, students will also develop skills in communicating effectively through written and oral assignments.

Student Learning Objectives: After taking this course, students will be able to:

- Demonstrate the intellectual habits necessary to write and speak effectively and with academic integrity
- Develop effective arguments
- Frame informed, intellectual questions around the topic of gender identity
- Assess and support claims
- Present their work to an academic audience both orally and in writing

- Understand and respond to scholarly conversations
- Identify the most appropriate sources of information, and to evaluate these sources critically
- Engage challenging texts and ideas through guided inquiry
- Develop the academic abilities of reading, writing, and oral arguments necessary to enter academic conversations
- Write papers using APA style that have perfect (or at least really close to perfect) grammar, spelling, and format
- Understand theoretical perspectives of gender
- Compare and contrast multiple scholarly sources
- Construct a literature review from multiple scholarly sources

Course Structure

Papers

There will be five papers assigned throughout this course. These papers are designed to incrementally build on the skills that you'll need to be successful at college-level writing, particularly within the social sciences. See the course schedule for the specific deadlines for these papers. Further guidelines will be posted on Moodle.

The goals of these assignments are as follows:

- **Paper 1 (Basic essay):** this paper focuses on development of thesis statements and general organization (i.e., topic sentences and transitions).
- **Paper 2 (Summary of one text, using APA style):** this paper will entail reading a text (provided by the instructor) and implementing quotes, paraphrasing, and the basics from Paper 1, along with the incorporation of APA style.
- **Paper 3 (Text analysis with APA style):** this paper will be similar to Paper 2, but will require the use of APA style, along with a more evaluative approach to the text.
- **Paper 4 (2-text analysis with APA style):** this paper will involve comparing and contrasting two separate texts (provided by the instructor) in order to practice synthesizing sources and analyzing evidence.
- **Paper 5 (APA style research paper):** this paper will be a literature review, using multiple sources, and will require the skills developed in Papers 1-4.

Peer Reviews

An important part of the writing process is learning how to provide and receive feedback. As such, students are expected to bring in drafts of their papers and to provide feedback to their classmates about their writing. It is imperative that students all bring in their working drafts for feedback. If you do not bring in a paper to be peer reviewed, you will not be able to review another student's paper, which will impact your grade. You receive credit for each peer review that you do.

Presentation

All students will be expected to give a scholarly presentation on the research that they have completed for their Paper 5. Students are expected to choose one topic related to the

course and to conduct research using peer-reviewed scientific literature. Each student will select a different topic from a list provided by the instructor, and use the resources provided to create a coherent presentation. These presentations will each be approximately 10 minutes in length. Guidelines for this assignment will be posted on Moodle.

In Class Writing/Assignments

Throughout the semester, students will engage in reflective writing exercises in class. These will sometimes involve reactions to movies or materials being covered, or will be practice for the skills that we are learning in class. Students may not make-up these in-class writing activities if they have missed class on the day it took place. The only exceptions will be for student athletes (that have given advanced warning of missing a class; see guidelines on student athletes below), students who have a doctor’s note excusing them from class, and students who have recently lost a family member/friend (see UPS grieving policy).

Class Discussions

A central part of this course is learning how to respectfully and actively engage in class discussions. Students are expected to attend and participate in each class. In order to be active participants, students will need to come to class prepared – which means completing the readings before class as well as the integrative discussion prep (IDP) assignments listed in the syllabus. The IDP assignments will be included in your class discussion grade for this course.

Grading

Assignment	Percentage of Final Grade
Paper 1	5%
Paper 2	10%
Paper 3	10%
Paper 4	15%
Paper 5	20%
Peer Reviews	5%
In-Class Writing/Assignments	10%
Presentation	10%
Class Participation	15%

93.0-100%	A	73.0-76.9%	C
90.0-92.9%	A-	70.0-72.9%	C-
87.0-89.9%	B+	67.0-69.9%	D+
83.0- 86.9%	B	63.0-66.9%	D
80.0-82.9%	B-	60.0-62.9%	D-
		<60%	F

Your grades will be recorded on the Moodle website. If you have an issue with any of the grades that you receive on these assignments, please make an appointment to speak with me.

Course Policies

Late Work

My late work policy is incredibly simple: **I DO NOT ACCEPT LATE WORK. All written assignments (i.e., papers, quizzes, etc.) are due by the start of class on the day that they are due.** A part of being a successful college student is learning how to manage your time. If you feel like this is a challenge for you, please review the tips posted on Moodle or make an appointment to get advice from me. The only exceptions to this rule are 1) if you have a documented disability (see section below on students with disabilities) that necessitates accommodation of late work, 2) you are a student athlete and have received approval from me before the deadline to turn an assignment in late, or 3) you have experienced a death in the family and have informed me of this event (see section below on bereavement).

Open Door Policy

Please feel free to contact me with questions about the course, getting involved with research opportunities at UPS, or even just about the fields of psychology and gender studies in general. I would very much like to hear from you all. I am available during my office hours (listed on the first page), and am also open to scheduling separate appointments if those times do not agree with your schedule. There may be times that I am in my office, but not available to chat. In those instances, there will be a sign on my door that requests that you either come back another time or email me with your question. Other than that, come on in!

Email Etiquette and Availability

Contrary to popular belief, professors do not check their email every 10 seconds. I will do my best to respond to your emails in a timely manner. In general, you can expect me to respond to your emails within 24 hours after receiving them. In terms of etiquette, many incoming (and continuing) college students are not well versed on how to communicate via email with their professors. Here is a useful guide to appropriate email interactions: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

Attendance and Absences

Regular class attendance is an essential element of this course. Each course period will focus on the development of a crucial skill that will enable students to be successful in (and after) college. Furthermore, each class will involve the dissemination of information, and routinely include discussion in both large and small groups, demonstrations, clarifications, and group-work that cannot be obtained to the same degree nor to the same quality via other formats (i.e., copying another student's notes). Each class also develops a type of learning community that is disrupted whenever a student's attendance is subpar; in turn, this affects the learning of others students. Furthermore, students who miss class tend to perform more poorly, retain less information, are less engaged and earn lower grades.

Although there will be legitimate reasons for missing class on limited occasions (i.e., illness, bereavement leave), students enrolled in this course are expected to miss no more than 10% of regularly scheduled class sessions in a given semester.

The university's attendance policy also stipulates that, "regular class attendance is expected of all students." This policy further notes that, "when non-attendance is in the instructor's judgment excessive, the instructor may levy a grade penalty or may direct the registrar to drop the student from the course."

The Psychology Department faculty (of which your instructor is a part of) have agreed that missing more than 20% of all class meetings, regardless of the reason, constitutes, "excessive" non-attendance; any student missing this amount of classes will be automatically dropped from the course. This 20% standard constitutes the "lowest bar" to still have the opportunity to achieve the minimum learning goals for a particular course. As such, this 20% standard also applies to students who receive "flexible attendance" accommodations.

Note: Most of this attendance policy was copied (verbatim) from the minimum attendance webpage on the Psychology Department website:

<https://www.pugetsound.edu/academics/departments-and-programs/undergraduate/psychology/current-student-resources/psychology-department-policies-for-students/minimum-attendance/>

Use of Laptops and Cell Phones in Class

Research has demonstrated that we remember information better when it is encoded (note-taking phase) similar to the way that it is later retrieved (writing an essay). Additionally, when students surf the web in class, it can be very distracting to other students. For those reasons, laptops will not be permitted for note-taking in class. The only exception to this rule is if a computer is required for a legitimate medical reason (e.g., vision, motor coordination) or if I have specifically stated that you can use your laptops/tablets for a particular class period. Similarly, phone usage in the classroom is also prohibited. *If I see you using your phone in class, I will text your mother (or father, grandparent, etc.) to tell them to scold you after class is over.* If you do need to use your phone, feel free to quietly step out of class if you need to make/take a call or send a text.

University Policies

Academic Honesty and Integrity

Cheating (e.g., copying self or others, falsifying/fabricating assignment information), plagiarism (e.g., copying words and/or sentence structure, paraphrasing without proper citation, etc.), and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism will result in a zero credit for the work in question, possible failure of the course, and notification of the offense to the Registrar's Office. If you have questions about academic integrity, consult the

University of Puget Sound Academic Handbook (<http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>). If you are ever uncertain about whether you are violating the academic integrity policy, please feel free to ask me. I'd be happy to look over your work.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical, or learning disability that may impact your course work, I am happy to accommodate you as best I can. Please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, Howarth 105, (253) 879-3395. She will determine with you what accommodations are necessary and appropriate. I recommend making an appointment with Peggy at the beginning of the semester, so that you can begin receiving any necessary accommodations as soon as possible. All information and documentation regarding your disability is completely confidential.

Student Bereavement Policy

Upon approval from the Dean of Student's Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook. As with any excused absence, all I ask is for written official documentation (i.e., funeral program).

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Incomplete Grades

Incompletes will be given only under extreme conditions, and you must file a formal contract with me regarding completion of the missing work no later than two weeks prior to the final exam period. If you wish/need to withdraw from the course, you must submit the paperwork to the registrar by the appropriate deadlines to do so (see the academic calendar: <http://www.pugetsound.edu/news-and-events/events-calendar/academic/2015-08-01/2016-08-31/>).

Student Athletes

For regularly scheduled sporting events, students must notify me within the first two weeks of the semester regarding anticipated absences. For special events or tournaments, students are to notify me as soon as they learn of the anticipated absence. In both cases, students who must miss class for such events will be responsible for completing all assigned work as expeditiously as possible. **IF** it is impossible for a student athlete to turn in the assignment because of their travel schedule, the student must contact me in advance of the assignment deadline. Failure to do so will result in a 0 for that assignment grade. *Student athletes must contact me prior to exam dates if they are unable to take the exam(s) during the assigned time.* Failure to do so will result in an F for that exam grade.

Course Schedule

Week 1

- 8/28/17: Course introduction, review of syllabus
 - *Readings:* Syllabus
- 8/30/17: Defining gender. What is it? What isn't it?
 - *Skill Development:* Entering class discussions
 - *Readings:*
 - Kimmel, M. (2016). Introduction: Human beings: An engendered species. *The gendered society* (6th ed.) (pp. 1-17). Oxford University Press.
 - They Say/I Say (pp. 163-166)

Week 2

- 9/4/17 – Labor Day (No Classes)
- 9/6/17: Development of gender identities; social construction
 - *Skill Development:* Structuring an argument; thesis development
 - *Readings:*
 - Writer's Reference (pp. 445)
 - *Assignments:*
 - IDP: Write a brief essay (one to two pages, typed, double-spaced) describing your gender identity. What characteristics/traits do you associate with your identity? In this essay, write about one memory that influenced your development of this identity. This may be a person that you idolized that you wanted to be like, it may be about learning what was or wasn't "appropriate" behavior for your gender

identity, or even a feeling of difference between yourself and others of a similar identity.

Week 3

- 9/11/17: Gender expectations, roles, and norms
 - *Skill Development*: Constructing coherent paragraphs; outlining your writing
 - *Readings*:
 - Jennifer Holt – The Ideal Woman
 - Writer’s Reference (pp. 446-447)
- 9/13/17: Giving and receiving feedback; Peer review of Paper 1
 - *Skill Development*: Common grammar and syntax errors
 - *Assignments*:
 - Draft of Paper 1 due

Week 4

- 9/18/17: Gender variance
 - *Skill Development*: Primary vs. secondary sources; popular vs. scholarly sources
 - *Readings*:
 - Gender Outlaw (pp. 38-46)
 - *Assignments*: Paper 1 due
- 9/20/17: Cultural perspectives of gender variance
 - *Skill Development*: Making assertions, providing evidence, and commenting on the evidence
 - *Readings*:
 - Gender Outlaws (pp. 128-129)

Week 5

- 9/25/17: Personal narratives of trans* identities
 - *Skill Development*: Paraphrasing, quoting, and summarizing texts
 - *Readings*:
 - Choose one reading from Gender Outlaws (that is not already assigned for this class).
 - They Say/I Say (pp. 30-51)
 - *Assignments*:
 - IDP: Write a one to two paragraph summary (typed, double-spaced) of the piece that you chose. Include in this summary one or two quotes that you thought best illustrate the author’s work (see Writers Reference, pp. 458-459 for instructions on quoting works).
- 9/27/17: Peer review of Paper 2
 - *Skill Development*: Giving and receiving feedback; evaluating personal growth
 - *Assignments*:
 - Draft of Paper 2 due

Week 6

- 10/2/17: In class movie (*Kiss of the Spider Woman*)
 - *Assignments:*
 - Paper 2 due
- 10/4/17: In class movie (*Kiss of the Spider Woman*)
 - *Skill Development:* Reflective writing and film analysis
 - *Readings:* Gender Outlaw (pp.38-46)
 - *Assignments:* Reflective writing due at end of class

Week 7

- 10/9/17: Gender in the context of Queer Theory
 - *Skill Development:* Using cultural artifacts as evidence
 - *Readings:*
 - David Halperin – The Normalization of Queer Theory
 - *Assignments:*
 - IDP: Find an example of a cultural artifact (i.e., movie, song, famous icon, website, book, etc.) that you think is evidence that society is becoming less gender-binary.
- 10/11/17: Gender performativity
 - *Skill Development:* Deconstructing difficult texts
 - *Readings:*
 - Judith Butler – Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory
 - They Say/I Say (pp. 173-183)
 - *Assignments:*
 - IDP: Active reading assignment

Week 8

- 10/16/17 – Fall Break (No Classes)
- 10/18/17: Library liaison day
 - *Skill Development:* APA format/citations; academic honesty in writing
 - *Readings:*
 - UPS Writers Reference (pp. 451-466)

Week 9

- 10/23/17: Peer review Paper 3
 - *Skills Development:* Giving and receiving feedback; evaluating personal growth
 - *Assignments:*
 - Draft of Paper 3 due
- 10/25/17: Psychological and health outcomes related to gender
 - *Skill Development:* Writing for the social sciences
 - *Readings:*
 - Harvard Writing Project (pp. 16-21)
 - They Say/ I Say (pp. 221-228)

Week 10

- 10/30/17: Psychological and health outcomes related to gender, continued
 - *Skill Development*: Writing for the social sciences continued; literature review
 - *Readings*:
 - Harvard Writing Project (pp. 24-29)
 - They Say/ I Say (pp. 229-238)
 - *Assignments*:
 - Choose research topic for Paper 5 (and presentations)
- 11/1/17: Is masculinity harmful? (Pros and cons of masculine gender norms)
 - *Skill Development*: Comparing and synthesizing information from multiple sources
 - *Readings*:
 - Courtenay, W.H. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science & Medicine*, 50, 1385-1401.
 - *Assignments*:
 - IDP: Come up with a list of masculine gender norms and/or roles that you think are potentially harmful to one's well-being, and a list of those that you think may be beneficial.

Week 11

- 11/6/17: Gender and the law
 - *Skill Development*: Critically evaluating texts/testimonies
 - *Readings*:
 - Westbrook, L. & Schilt, K. (2014). Transgender people, gender panics, and maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57.
 - *Assignments*:
 - IDP: Review arguments for and against HB2 ("The Bathroom Bill"). Is there any evidence supporting these claims?
- 11/8/17: Peer review of Paper 4
 - *Skill Development*: Giving and receiving feedback; evaluating personal growth
 - *Assignments*:
 - Draft of Paper 4 due

Week 12

- 11/13/17: In class documentary (*Gender Revolution*)
 - *Assignments*: Paper 4 due
- 11/15/17: In class documentary (*Gender Revolution*); class reflection and in-class writing assignment revisiting your gender identity and how it may have been influenced by this class
 - *Readings*:
 - Gender Outlaws (pp. 268-272)
 - *Assignments*:

- IDP: Perform a behavior outside of your normal gender performance (i.e., wear make-up, a dress, baggy clothes, take up lots of space, walk with a swish to your hips). Write a one-page reflection (typed, double-spaced) of how people reflected to this change.

Week 13

- 11/20/17: In class peer workshop for Paper 5 and presentations
 - *Assignments:*
 - Bring draft of Paper 5 and presentation outline to class
- 11/22/17 – Thanksgiving Break (No Classes)

Week 14

- 11/27/17: Presentations
- 11/29/17: Presentations

Week 15

- 12/4/17: Presentations
- 12/6/17: Presentations
 - *Assignments:* Paper 5 due