

**GS 100\*01: Introduction to Gender Studies**  
**Fall 2017 – 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 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 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. Due dates are listed on the “Course Calendar” below.):**

Six Response Essays: 30% (5% each)

Reading Quizzes: 8% (4% each):

Media Scrapbook Project: 24% (10% analytical reflection; 8% scrapbook links; 6% presentation)

Various in-class and homework assignments: 30%

Part II: Game day analysis (due on Canvas September 25): 5%

Part III: Sexual dimorphism in perspective (due in-class September 25): 4%

Part IV: How performances vary from context to context (due in-class October 2): 4%

Part V: Identity wheel (due in-class October 16): 5%

Part VI: What shouldn't men do? (due in-class October 30): 4%

Part VII: Is heterosexuality gendered? (due in-class November 13): 4%

Part VII: Is it theft discussion (due in-class November 20): 4%

Professional In-Class Work Ethic (see below): 8%

*Special note about professional in-class work ethic:* Full credit requires that you show thorough preparation and focused participation in all required activities. You are *required* to arrive on time. If you arrive more than 10 minutes late, you will be asked to leave the class for the day. Do not make “being 10 minutes late” a habit—you are expected to be in class on time. Excessive lateness is rude to your classmates and me. Repeated lateness will affect your “professionalism” grade. If you cannot respect your classmates and me by showing up on time, then you are not welcome to participate in that day’s activities. I do notice when you’re not in class. If missing class becomes a regular habit, your professional in-class work ethic grade will be effected (see attendance policy below). Additionally, we will be doing many in-class activities that will help you improve your writing and researching skills. The majority of these are “ungraded” but will help you in the long run. Even though many of these activities are ungraded, the quality work you put in during our class time effects the “professional in-class work ethic” grade. Occasionally, I will collect in-class work to monitor your progress and participation.

### **Grading Scale**

↑95%: A

↑90%: A-

↑87%: B+

↑83%: B

↑80%: B-

↑77%: C+

↑73%: C

↑60%: D

0%: F

*Special note on the grading scale:* SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a 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:** Attendance will be taken during each class meeting. You are allowed two excused absences. On your third absence, your grade will be reduced by one half of a grade. For example, if you had an A, on your third absence it would become an A-. On your fourth absence, your grade will be lowered by a full grade. For example, if you had an A-, on your fourth absence it would become a B-. On your fifth absence, you will be asked to drop the class. Use your excused absences wisely. Once they are gone, they are gone. I recommend saving your absences in the event you are ill or an emergency arises. Exceptions will be made rarely.

**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.

*Special note about extra credit and extensions:* I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

**Technology Policy:** I encourage you to use whatever note taking system you prefer. If, however, you choose to use a laptop or tablet, you are asked that it be used for class work and not for homework for your other classes or social activities. **Phones are prohibited during class time. Phones must be turned to silent during and must be stored away during class time.** You are required to be an active member of our learning community. 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 by technology, 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 9 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper. For assignments that are due in class, you must be present to receive credit. If, however, you are absent due to documented illness or emergency, arrangements may be made (this is not guaranteed).

**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 (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

Location: Zahnnow 250 (2nd floor of the library)  
Phone: 989-964-6061  
Website: [www.svsu.edu/writingcenter](http://www.svsu.edu/writingcenter)

### Course Calendar

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	Reading	Assignment Due
<b>Discussion Theme</b>		
Part I: Introduction		
M, 8/28		
Intro to class		
Understanding the Complexities of Gender		
	Gender: Ch. 1	
W, 8/30	<a href="#">High heels and distinction among women</a>	
High heels	<a href="#">Why did men stop wearing high heels?</a>	
M, 9/4	No Class: University closed	
Part II: Ideas		
W, 9/6	Gender: Ch. 2	
Gendering	Review Scrapbook assignment	
	<a href="#">When cowboys wore pink</a>	
M, 9/11	<a href="#">The fractal nature of the gender binary</a>	Scrapbook: post link on Canvas
Social construction	<a href="#">Pointlessly gendered products (Pinterest page)</a>	
	<a href="#">Germany offers third gender option on birth certificates</a>	
W, 9/13	<a href="#">What each of Facebook’s 51 new gender options means</a>	
Binary resistance		

[India's third gender claims its place in law](#)

[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](#)

M, 9/18		Activity: Game day (in-class) *Bring in a "gendered" game if you have one!
Part III: Bodies		
W, 9/20 Bodies	Gender: Ch. 3	Reading Quiz #1 Part II Response
		Game Day Analysis
M, 9/25 Bodies, continued		Scrapbook: Part II Links Activity: Sexual dimorphism (in-class)
Part IV: Performances		
W, 9/27 How we do gender		Part III Response
M, 10/2 Gender performances in context	Gender: Ch. 4	Part III Response Activity: How performances vary from context to context (in-class)
	<a href="#">On queering parenting and gender neutrality</a>	
W, 10/4 Gender policing	<a href="#">Doing gender with wallets and purses</a>	Scrapbook: Part III Links

[Men and women use uptalk differently: A study of Jeopardy!](#)

[Female husbands in the 19<sup>th</sup> century](#)

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M, 10/9

In-class: Begin watching *Paris is Burning*

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Part V: Intersections

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W, 10/11

In-class: Finish watching *Paris is Burning*  
Gender: Ch. 5

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[Lumbersexuals and white, heteromasculine pageantry](#)

M, 10/16  
Gender and class

[Class privilege and parental leave](#)

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

[What about the fathers?](#)

Activity: Identity wheel (in-class)

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[Gendering #blacklivesmatter](#)

[Masculinity vs. "Misogyninity": What Asian Americans can learn from #UCSB shooting](#)

W, 10/18  
Gender and race

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

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

*Optional:*

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

Part IV Response

	<a href="#">Why Lesbian and Gay Men Don't Share Space</a>	
M, 10/23 Gender and sexuality	<a href="#">Masculinity, gender nonconformity, and queer visibility</a>	Scrapbook: Part IV Links
	<a href="#">Race + Hip Hop + LGBT equality</a>	
	<a href="#">My life as an invisible queer</a>	

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Part VI: Inequalities

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W, 10/25 Androcentrism	Gender Ch. 6	
	<a href="#">Dockers defines manhood as anti-everything except dirt and patriarchy</a>	
	<a href="#">NFL hazing and Jonathan Martin's man card</a>	

M, 10/30 What men should and shouldn't do	<a href="#">Paternity leave: The rewards and the remaining stigma</a>	Part V Response
	<a href="#">Gay male athletes and discourses of masculinity</a>	Activity: What men shouldn't do (in-class)
	<i>Optional:</i> <a href="#">Taking the "care" out of care work</a>	

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W, 11/1 Inequalities: Women and Femininities	Gender Ch. 7	Reading Quiz #2
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M, 11/6 Benevolent sexism		Scrapbook: Part V Links
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W, 11/8  
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, 11/13  
Sexualities

Gender, Ch. 10

Part VI Response  
Activity: Is heterosexuality gendered? (in-class)

W, 11/15  
Sex sells

[Gendered reactions to male and female nudity](#)  
[Hunkvertising](#)  
[Gender, sexualization, and Rolling Stone](#)

M, 11/20  
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](#)

Activity: Is It theft discussion (in-class)

W, 11/22

No Class: University Closed

M, 11/27

[Gay grief in cowboy country](#)  
In-class: Begin watching *The Laramie Project*

Scrapbook: Part VI Links

Part VIII: Looking Back to Move Forward

W, 11/29

In-class: Finish watching *The Laramie Project*

M, 12/4

Scrapbook presentations, Part I

Part VII Response

W, 12/6  
Last day of class

Scrapbook presentations, Part II

W, 12/13

Scrapbook: Due