

Gender and Contemporary Issues GNDR 3690 Fall 2013

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Course Description:

This course investigates the interrelation of race, class, sexual orientation, age, and ability as those classifications influence gender identity and gender-linked behavior. Issues addressed include effects of current gender assignments and strategies for possible restructurings of self and society. This section of 3690 is a community engaged learning course and so you will apply what you are learning in the class to share workshops on course topics with girls in the juvenile justice system.

College-wide Learning Goals

This course addresses the following learning goals:

- To learn how gender intersects with other social group identities to shape people's lives
- To improve your critical and reflective thinking
- To strengthen leadership, collaboration, and teamwork skills
- To improve writing and other communication skills

Required Texts:

1. Brown, L.M. (2003). *Girlfighting: Betrayal and Rejection Among Girls*. NY: New York University Press
2. Crawford, M. (2011). *Transformations: Women, Gender, and Psychology*. NY: McGraw-Hill.
3. Additional Readings are available online via Canvas

Requirements & Grading: Course grades will be based on

Class Preparation and Participation 10%

1. Class preparation 6%
2. Class participation 4%

Community Engaged Learning Project 46%

1. 8 workshop plans (20%)
2. 8 reflection papers (20%)
3. 6 in class SL days (3%)
4. Project Presentation to JJS staff (3%)

Exams 44%

1. Midterm (22%)
2. Final (22%)

Class Preparation and Participation

The assumption of this class is that students learn best by actively engaging with course material. Because of this, class preparation and participation are an integral part of the course and are expected of every student.

1. Preparation: The most common format for our class sessions will be discussion of the readings. This means that you **MUST** do the reading **BEFORE** coming to class. The readings are the shared foundation that we as a class will use for our discussions and in-class activities. You will keep an ongoing summary of the readings. For every reading, you will 1) summarize the reading, 2) write down any questions you have about the reading, and 3) Write out one thing that you would like to discuss with the class. Your reading summaries can be *up to* one, one-sided, single-spaced page. You will be asked to turn in your reading summaries at various unannounced points during the semester, thus you need to bring **EVERY** reading summary to every class. Late summaries will not be accepted. You are welcome and encouraged to make corrections to your reading summaries during our class discussions. Hint: These summaries will likely help you prepare for exams.
2. Participation: After you have prepared for each class it is important that you participate during our class sessions. The assumption of the discussion format is that everyone has meaningful knowledge, ideas, and experiences to contribute. The class will be much more engaging if we pursue learning together as a group. It is my hope that you will not only learn from me and the assigned course materials, but that you will also learn from your peers and find/connect what you are learning to related outside material. For this to happen, each person in the class needs to actively *listen*, thoughtfully *comment*, and analytically *question*.

3. Community Engaged Learning Project

Juvenile Justice Services Partner Contact Information:

Lisa Schauerhamer
 Volunteer Services Coordinator
lschauer@utah.gov
 801-284-0236

The community engaged learning project will provide you with an opportunity to observe and apply the theories from the class to the “real world” while providing sharing resources with your community. Women’s Studies, the discipline that gender studies grew out of, was originally founded through the Women’s Movement which worked to make positive social change for women. In this spirit, this project will allow you to integrate activism with learning.

For the community engaged learning project we will be partnering with Lisa Schauerhamer from Utah Juvenile Justice Services (JJS). She will be visiting our class on **September ?** for an orientation for JJS. This day will also be an organizational day where we will form your community engaged learning groups. You **MUST** attend this class. For this day, you must **bring your schedule and the completed packet of paperwork required of JJS**

volunteers. Remember that you must have a copy of your driver's license/state id and social security card.

For this project, students in our class will break into small groups. Each group will work with a different JJS program where you will teach/facilitate/share 1 one-hour workshops per week for 8 weeks (connected to the content from our class) to youth at a local Juvenile Justice facility. You will attend the same facility for all 8 weeks. It is imperative that you follow through with all of your responsibilities for this project. I take this project very seriously and I expect you to do the same. Missing a workshop or arriving late is unacceptable! If you miss one workshop you will lose the points that you would earn for your community engaged learning reflection paper (see below), if you miss two workshops you will receive a D for your work on the community engaged learning project, and if you miss 3 workshops you will receive an F on the community engaged learning project. Further, for each workshop that you are late, you will be docked 1/4 of the credit that you receive for your work on that workshop.

You will receive a tour of the facility that you will be working in before you teach your first workshop. This will give you a bit more familiarity with your particular facility that will hopefully make you more comfortable and confident when you begin your workshops.

If you feel that you will not be able to regularly and reliably attend ALL 8 workshops, you will be able to do an alternative assignment. I will give you a written description and discuss this with each student who chooses the alternative.

The following table provides more in-depth descriptions of the graded requirements for the community engaged learning project.

Community Engaged Learning Project Grading
<p>Workshop plans (20%): As a group, you will prepare 8 workshop lesson plans. These plans will detail what you will be doing for each of the workshops that you will be teaching to the girls/youth at your JJS site. You will be required to email your workshop plans to (1) me, (2) Lisa, and (3) your site coordinator, and you will post your workshop plans in the drop box in Canvas designated for your group. These workshop plans are due one week prior to your visits. Your work will be graded from Canvas and I will use the time stamp on Canvas to determine if your work is late.</p> <p>Your contribution to your community engaged learning group will be evaluated by you, your team members, and me. Your workshop lesson plan grade will be multiplied by your contribution. For instance, if you only contributed to half of the workshop plans and the final grade for the final product was an 88% your grade would be a 44% ($88 \times .5 = 44$).</p>
<p>Reflection papers (20%): Individually, you will write 8 community engaged reflection papers (1 for each of the 8 workshops that you facilitate). You will be given a handout with the prompts for each of your papers. Reflection papers are due 4 days after your workshop.</p>
<p>In-class reflection days (3%): We will have 6 in-class reflection days. The dates for these reflections are listed in the course schedule below. You are expected to attend the reflection</p>

sessions and complete reflection assignments during the class period. Class attendance is required for credit for these reflections.

Project Presentation to JJS staff (3%): On our final reflection day, your group will put together a presentation about what you learned, what the girls learned (you'll need to be collecting feedback directly from the girls as well as from the staff throughout the project to demonstrate what the girls learned), how you taught the material to the girls, what you accomplished, what you found helpful from your facility.

Exams: The exams for this course are designed to allow you to demonstrate your comprehension and integration of the topics covered in the course and to show that you can apply these concepts in meaningful ways. Below are short descriptions of the midterm and the final exams.

1. Midterm: You will have a take-home midterm exam that will consist of a comprehensive essay that will require you to make connections across topics covered in the class. While your essay should demonstrate your understanding of the readings, lectures and discussions, it should also be an essay; that is, it should make an argument by using evidence to support a thesis or main point and should extend the theories and topics beyond what is covered in class. This is an opportunity for you to show that you have thought critically about the topics outside of the classroom.
2. Final: The final exam will include an in-class portion and an out of class essay. The in-class exam will consist of definitions and short essays. The short essays will draw from topics that we cover during the second half of the term and the definitions will be drawn from the duration of the course. You will be required to define the terms and briefly state their importance to the psychology of women.

Course Policies:

Class Visitors: This semester we will be discussing theory and research that will have direct relevance to each of our lives. Because this is a discussion based class, it is important that we work together to create a community where we can learn the material by exploring these issues together. Because of this, no guests are allowed to join the class unless their visit has direct relevance to the course material and their visit is approved by me ahead of time.

Academic Misconduct: I expect all students to know and work in compliance with the University of Utah's policies for academic misconduct; "Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.' <http://www.regulations.utah.edu/academics/6-400.html>

All incidences of academic misconduct will result in a "0" for the assignment, and possibly the course. Ignorance is not an excuse!

Late Work: I will not give extensions for work in the class, except for extraordinary circumstances, for which I need documentation. Late work due to technological difficulties is considered late.

Written assignments: All written assignments should be double-spaced, 12-point Times New Roman or 11-point Calibri font, with one inch margins.

Grade Appeals: Should you feel that you have received a lower grade than you deserve on an assignment, within one week, please submit in writing what grade you believe you deserve and a thoughtful explanation of why you feel that you deserve that grade. If you do not submit a grade appeal within one week, this will be taken to mean that you are accepting the given grade on the assignment.

Disability Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to me and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581-5020 (VT/TDD). The CDS will work with you and the instructor to make arrangements for accommodations.

Course Schedule

This is only a tentative schedule and may change in order to more effectively merge the course topics with the community engaged learning project.

Week	Date	Topic	Readings	Community Engaged Learning
Wk 1		Introduction		Introduction
Wk 2		Girlfighting	Brown, Intro & Chpts.1-2	
		Girlfighting	Brown, Chpts. 4-5	
Wk 3		<i>Meeting our Juvenile Justice Community Engaged Learning (JJS) partner</i>	Sharp & Simon, Chpts 1-3 Crawford, Chpt 1	<i>JJS orientation</i>
		Girlfighting	Brown, Chpts. 6-7	
Wk 4		<i>Community Engaged Learning (CEL) Day</i> Images of Women (Stereotypes about Women)	Crawford, Chpt. 3	<i>Community Engaged Learning (CEL) Preflection Day</i>
		Gender, Status, and Power	Crawford, Chpt. 2	
Wk 5		Privilege & Oppression	Frye, Deutsch, McIntosh	Begin CEL Project: "Get to know you"
		The Meanings of Difference/Methods	Crawford, Chpt 4	
Wk 6		Cultural Diversity/Methods	Landrine et al.	Week 2 CEL Project
		Gendered Identities: Childhood & Adolescence	Crawford, Chpt 6	
Wk 7		<i>CEL Reflection Day</i>	Reading TBA	Week 3 CEL Project

		Violence Against Women		<i>CEL Reflection day</i>
		Gendered, Classed, and Raced Identities	Bettie	
Wk 8		Midterm due	No class	
		Fall Break	No Class	
Wk 9		<i>CEL Reflection day</i> Group meetings		<i>CEL Reflection Day</i> Week 4 SL Project
		Sex, Gender, and Bodies	Crawford, Chpt 5	
Wk 10		Blaming the Victim	Ryan	Week 5 CEL Project
		Sex, Love, and Romance	Crawford, Chpt 7	
Wk 11		Doing Desire	Tolman	Week 6 CEL Project
		<i>CEL Reflection Day</i> <i>Video: Girl Trouble</i>		<i>CEL Reflection Day</i>
Wk 12		Commitments: Women and Close Relationships	Crawford, Chpt 8	Week 7 CEL Project
		Mothering	Crawford, Chpt 9	
Wk 13		Work and Achievement	Crawford, Chpt 10	Week 8 CEL Project
		Classed Work and Achievement	Hardy Langston Varian	
Wk 14		Intersectionality	Hurtado	
		Thanksgiving	No Class	
Wk 15		TBA	TBA	
		The Second Half: Midlife and Aging <i>Video: Still Doing It</i>	Crawford, Chpt 11	
Wk 16		<i>Final CEL Reflection Day</i>		<i>Final CEL Reflection Day</i>
		Final Exam		

Canvas reading citations

- Sharp, C. & Simon, J. (2004). *Girls in the Juvenile Justice System: The need for more gender responsive services*. Washington, DC: Child Welfare League of America.
- Frye, M. (2004). Oppression. In L. Heldke and P. O'Connor (Eds.) *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston: McGraw-Hill.
- Deutsch, B. (2008). The male privilege checklist. *Alas, A Blog*. Retrieved August 5, 2009, from <http://www.amptoons.com/blog/the-male-privilege-checklist/>
- MacIntosh, P. (1990). White privilege: Unpacking the invisible knapsack.
- Landrine, H., Klonoff, E. A., & Brown-Collins, A. (1992). Cultural diversity and methodology in feminist psychology: Critique, proposal, empirical example. *Psychology of Women Quarterly*, 16, 145- 163.
- Bettie, J. (2000). Women without Class: Chicas, Cholas, Trash, and the Presence/Absence of Class Identity. *Signs*, 26(1), 1-35.
- Ryan, W. (1972). How to blame the victim. *Blaming the victim*.(pp. 2-30, 302-305). New York: Vintage Books.
- Tolman, D. L. (1994). Doing desire: Adolescent girls' struggles for/with sexuality. *Gender & Society*, 8, 324-342.
- Hardy, T. (2003). Dirty girl. In M. Tea (Ed.), *Without a Net: The Female Experience of Growing Up Working Class*. Emeryville, CA: Seal Press.
- Varian, F. (2003). Getting out. In M. Tea (Ed.), *Without a Net: The Female Experience of Growing Up Working Class*. Emeryville, CA: Seal Press.
- Langston, D. (1988). Tired of playing monopoly. In J.W. Cochran, D. Langston, & C. Woodward (Eds.), *Changing Our Power: An Introduction to Women's Studies*. Dubuque, IA: KendallHunt.
- Hurtado, A. (1989). Relating to privilege: Seduction and rejection in the subordination of White Women and Women of Color. *Signs*, 14(4), 833-855.