

## Harper College Graduate Equivalency Course (GEC) Syllabus

### Constructing Difference: Let's Talk About Gender, Sex, and Society

GEC Hours 3.0

Fall 2018

Blended Course: September 12 – October 31, 2018

Face-to-face meetings: Wednesdays, Sept. 12, Sept. 26, Oct. 3, Oct. 17, Oct. 24, 4 p.m. – 7 p.m., F315

#### Faculty Information

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Durene I. Wheeler, Ph.D.

Associate Professor

Northeastern Illinois University

Educational Inquiry and Curriculum Studies

African and African American Studies

Women's and Gender Studies

Office: LWH 2053

E-Mail: [d-wheeler@neiu.edu](mailto:d-wheeler@neiu.edu)

Office Hours: By Appointment Only

Phone: 773-442-4162 (direct line) 773-442-5586 (department line) 773-442-5587 (fax)

#### Course Information

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##### Course Description:

This course seeks to investigate theories of gender and sexuality in a variety of historical, social, educational and cultural contexts. We will explore the societal implications of gender, sexuality and their relation to the development of identity and difference. We will critically assess societal representations of gender roles and stereotypes in an effort to understand implications of equity and equality. The central aim of this course is to foster critical reading, thinking and practices about gender and sexuality as it relates to power, inequality, education, and pedagogy.

##### Course Goals

1. To introduce students to the ways in which gender and sexual identity are the social constructions of difference;
2. To facilitate students' understanding of the socio-historical and socio-political forces that structure the experiences of women and gender roles within the United States specifically within social institutions, including education and employment;
3. To introduce students to more inclusive learning strategies utilizing critical literacy and critical pedagogy.

##### Learning Outcomes

- To create and foster an understanding of the ways gender and sexual identity are social constructions of difference;
- To facilitate an understanding of the socio-historical and socio-political forces that structure the experiences of women and gender roles within the United States specifically within social institutions, including education and employment;
- To foster more inclusive learning strategies utilizing critical literacy and critical pedagogy;
- To create an annotated bibliography of topics addressing gender and/or sexuality specific to one's discipline or content area.

### **Required Text**

All Readings Located in the Online Class Management System BlackBoard

### **Student Expectations and Requirements**

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#### **Requirement #1: Class Meetings and Attendance**

Because students have different preferred modes of learning and interaction, large and small group discussions, experiential exercises and presentations are designed to encourage everyone to become active participants in a collaborative learning process. In this course, we will all be teachers and learners throughout the semester. This class is based on the active participation of each student, which necessitates ongoing critical readings of, and commentary on, the readings as well as the ability to ask questions and raise issues during class.

Because of the nature of this course, which is designed to create a context in which trust and honesty are possible, it is vital that each of you are here, both physically and intellectually, during each class session and that you are on time. Your attendance and punctuality are viewed as a sign of respect toward your classmates and myself; they are important criteria for building rapport and understanding between all of us as a community of learners. If extenuating circumstances make it necessary for you to miss class, arrive late, or leave early, please contact me ahead of time.

#### **Requirement #2: Contributions to a Safe Space**

The content and structure of this course tends to facilitate discussions about our various identities, personal beliefs, political positions and ideologies. These discussions will likely engender passionate dialogue about issues close to many of our concepts of self and/or society. It is crucial that we all take responsibility for creating a safe environment in which open and respectful dialogue can occur. By safe environment, I do not mean that we should not actively challenge each other on important issues because, when done respectfully, this can be a powerful learning tool. Rather, I mean that the course must be a place in which we can discuss our differing beliefs without being judged as "naive" or "ignorant" or pigeon-holed into categories such as "racist," "p.c." or "sexist." For this to happen, we will each need to work

hard to remain respectfully tentative about others' opinions (and critically self-reflective on our own), realizing that we all hold dear certain points of view and have unique perspectives on the world. **Being respectful of others is a central requirement of this course.**

### **Requirement#3: Critical Engagement with the Readings**

The assigned readings for each class are listed on the syllabus. Students are expected to have completed the readings before each class meeting. Students are also expected to integrate readings into classroom discussions and written assignments. (e.g. What is the author saying? Do you agree with the author or not? On what grounds, what are the implications of this in the classroom and larger society? How does this relate to other readings in this and other courses? How does this material relate to your experiences in society, education, culture, gender, race, class, etc.?). Your ability to engage seriously with the assigned materials will be reflected in your final grade. It is important to note that being critically engaged with the readings does not mean that you should necessarily agree with them. Disagreement and critique are encouraged, as they can be instructive. I do ask however, that you be thoughtful about your critiques, and that even when you disagree with main points of a given reading, you challenge yourself to find what is useful in it. We will discuss this further in class.

### **Course Requirements and Assignments**

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**Leading Class Discussion** (100 points) Each student are assigned, with a partner or individually, to facilitate class discussion of selected readings. Each outline should include the following: What are the key concepts from the reading(s)? On your presentation day, student (s) will bring to class enough copies of your one-two page sheet that will contain:

- 1) brief summary of the readings for the class
- 2) key concepts/terms from the readings for the class to discuss and define
- 3) three to four questions, for each reading, for the class to discuss

You will be evaluated on ability to adhere to assignment, quality of questions, summary, concepts, your preparation and facilitation of class discussion. Students working together will receive the same grade. After the presentation, if working with a partner each student will send me, via email, a short reflection on the partner process, and a self-assessment of the facilitation

**Due: Students are assigned the 1<sup>st</sup> week of class; turn in hard copies day of presentation for entire class.**

**Discussion Boards - Individual:** (2@ 50 = 100 points) You will answer 2 questions provided in response to readings, class activities, film(s) or event (details provided in D2L discussion forums). You will post responses (at least 2) to other students' postings engaging in an online discussion. Responses should not be summaries of the readings or other students' comments, but should be written about something that provokes thought, provides or request clarification

of topics, or is reflective about the reading, class activities, film(s) or event. Initial postings should be the equivalent of **at least 2 single-spaced paragraphs and subsequent discussion (at least 2) should be at least 1 well-thought-out, substantive paragraph**. Late discussion/responses will not receive credit. Please use Internet Etiquette when posting and/or responding. **Due Dates: See Course Calendar and BlackBoard**

**Taking Sides Debate - Group:** (100 points) Students will be assigned topics for researching and facilitating class debate and discussion. Students are assigned varied roles in the debate process. Roles and topics will be address in class and via handout. Taking Sides Debates will take place on second to last class. **Due: See Course Calendar, Handout and BlackBoard for details**

**Annotated Bibliography - Individual** (100 points) Students will create an annotated bibliography to serve as a supplemental tool of readings, films, and other materials related to gender and sexuality studies pertinent to their field or discipline. See details located in BlackBoard Assignments

**Reflective Narrative - Individual** (100 points) Please type the responses to the following questions in essay format and upload to Blackboard

1. How have your ideas about gender and sexuality changed over the course of the semester?
2. Please reflect (in a few paragraphs) on what you have learned about gender, sex, and society? How has this course assisted in this process?
3. What, in your opinion, were the best parts of the course?
4. What, in your opinion, are things that could be improved about the course? How would you improve them?
5. Please reflect on the assignments, class discussions, class activities, and other deliverables. Did the assignments help you learn anything new? If so what? If not how could things be improved for future class?
6. Please try to evaluate your performance and participation in the course over the semester. How did you do? Did you meet your own expectations? Did you meet the expectations of the course? What grade would you give yourself and why?

**All assignments should be prepared on a computer and are expected to be**

**TURNED IN ON TIME! NO LATE WORK WILL BE ACCEPTED**

### **Requirements for All Written Assignments**

- You are required to submit each writing assignment (electronically through the DROPBOX in Blackboard) *by the due date*. I DO NOT accept late work.
- All papers *must* be typed, double-spaced, written in 12-point font with standard 1" margins with page numbers, cover page and a unique title.
- You must use APA citation style and be consistent. A useful resource for citation

guidelines is located in Resources Blackboard module

## Methods of Evaluation

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Student evaluation is based on a mastery-learning system. The final grade will depend entirely upon the percentage you, the student, earns. It is not based on standard normative comparison with any other student. The overall course grade will be calculated according to the following breakdown:

Assignments	Points Possible
Leading Class Discussion - Partner	100
Discussion Boards (2) - Individual	2@50 = 100
Taking Sides Debate - Group	100
Annotated Bibliography	100
Reflective Narrative - Individual	100
<b>Total</b>	<b>500</b>

**THE FINAL GRADE:** Your final grade will be based upon the points you earn in this class.

## Course Calendar

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### Week 1: Course Overview & Introductions

Wednesday, 9/12 - TRADITIONAL CLASS SESSION

**In Class Activity - Learning Gender**

Overview of Class

Introduction to UNIT I - Concepts & Themes

**Leading Class Discussion Assignments Distributed**

### Week 2: Concepts & Themes (What is Gender? What is Sex?)

Wednesday, 9/19 - ONLINE CLASS SESSION

**SCREEN - Lecture *Gender versus Sex***

Required Reading (**ALL READING LOCATED ONLINE**):

- Kimmel, M. (2012). *The Gendered Society*
- Lancaster, R. (2012). *The Biology of the Homosexual*
- Fausto-Sterling, A. (2011). *The Five Sexes, Revisited*

**Discussion Board I - Opens Today at 8:00AM Closes 9/25 at 11:59 PM**

### Week 3: Gender and Socialization

Wednesday, 9/26 - TRADITIONAL CLASS SESSION

**In Class Activity - X: A Fabulous Child's Story**

**DISCUSS - Annotated Bibliography and Taking Sides Debate Roles and Topics (Assigned)**

Required Reading (**ALL READING LOCATED ONLINE**):

- Lorber, J. (2008). Night to His Day: The Social Construction of Gender
- Katz, J. (2011). The Invention of Heterosexuality
- Thorne, B. (2004). Girls and Boys Together. . . But Mostly Apart: Gender Arrangements in Elementary Schools

**Student Lead Discussions - Each presenter needs to bring copies for entire class**

**Week 4: Understanding Gender & Sexuality as Identities**

**Wednesday, 10/3 - ONLINE CLASS SESSION**

**SCREEN - Gender Identity (Transgendered Youth)**

**SCREEN - Tough Guise (Gender & Violence)**

Required Reading (**ALL READING LOCATED ONLINE**):

- Kimmel, M. (2011). Masculinity As Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity
- Peplau, L. & Garnets, L. (2012). A New Paradigm for Understanding Women's Sexuality and Sexual Orientation

**Taking Sides Debate Drafts Due no later than 11:59 PM CST Tonight**

**Week 5: Mediated Images: Gender Roles, Culture and Representation**

**Wednesday, 10/10 - TRADITIONAL CLASS SESSION**

**SCREEN Film - Miss Representation**

**In Class Activity - Identity Influences & Stereotypes and Myths**

Required Reading (**ALL READING LOCATED ONLINE**):

- Zuniga, M. (2012). Gender in the Media
- Boylorn, R. (2008). As Seen On TV: An Autoethnographic Reflection on Race and Reality Television

**Student Lead Discussions - Each presenter needs to bring copies for entire class**

**Week 6: Identity Politics**

**Wednesday, 10/17 - ONLINE CLASS SESSION**

Required Reading (**ALL READING LOCATED ONLINE**):

- Seidman, S. (2012). Beyond the Closet: The Transformation of Gay and Lesbian Life
- Boswell, H. (2011). The Transgender Paradigm Shift Toward Free Expression

**Discussion Board II - Opens Today at 8:00AM Closes 10/24 at 11:59 PM**

**Week 7: UNIT IV - Hot Button Issues in Gender & Sexuality**

**Wednesday, 10/24 - TRADITIONAL CLASS SESSION**

**Taking Sides Debate Team Presentations**

## **Week 8: UNIT IV – Curricular Connections**

### **Wednesday, 10/31 - ONLINE CLASS SESSION**

Required Reading (**ALL READING LOCATED ONLINE**)

- Sensoy O. & DiAngelo, R. (2017). Oppression and Power
- Hill Collins & Bilge. (2016). Intersectionality and Critical Education

**DUE ~ Upload Reflective Narrative no later than 11:59 PM CST**

## **Graduate Equivalency (GEC) Policies**

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### **Enrollment**

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

### **Registration and Withdrawal Policy**

The registration deadline is two (2) weeks before the first scheduled day of the course. The last day to register for this course is Wednesday, August 29.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and [kmichela@harpercollege.edu](mailto:kmichela@harpercollege.edu). After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded. The last day to unenroll from this course with no record is Wednesday, September 19.

### **Receiving Credit for GECs**

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

### **Final Grades**

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

## **Policies**

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### **Students with Disabilities and Academic Accommodations**

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they

offer. You are welcome to register with Access and Disability Service by going to [www.harpercollege.edu/ads](http://www.harpercollege.edu/ads) and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, [ads@harpercollege.edu](mailto:ads@harpercollege.edu), Building I, Room 103.

**Equal Opportunity Statement**

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