WMST 2500: Gender & Society

Instructor: Gender & Women's Studies Faculty

Course Description: This course examines the social construction of gender using interdisciplinary methods of analysis. Generally students will find that the readings and assignments emphasize the importance of denaturalizing the gender stereotypes and norms that impact women's and men's lives. Intersections between gender, race, class, age, and sexual orientation are examined within their cultural contexts. As they read and discuss a wide array of feminist texts, this course will prepare students for advanced work in Gender & Women's Studies.

Disability Statement: If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, Room 330 Knight Hall. 766-6189, TTY: 766-3073.

Statement on Academic Honesty: Academic honesty is expected, and dishonesty will not be tolerated and can lead to expulsion from the College and the University. The University Regulation, 802 rev 2 discusses academic dishonesty in detail at: http://uwadmnweb.uwyo.edu/legal/Uniregs/ur802.htm. The College of Arts and Sciences procedure guidelines are available at: http://uwadmnweb.uwyo.edu/a&s/Appeals_Dishonesty/guidelines_Dishonesty.htm. Students are strongly advised to read these regulations.

Required Texts
3. Articles assigned by instructor as per area of specialization

Course Objectives:

By the end of the semester, students should have the ability to:

1. Critically discuss the social construction of gender
2. Discuss particular styles of inquiry regarding the study of gender

This course fulfills the Communication 2 (COM2) requirement of the 2015 University Studies Program. Students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferrable skills for students' academic work and future professions. Intermediate courses (COM2) will emphasize foundational oral and digital communication skills and continue to build on writing skills. More specifically, students will have completed assignments that will give them the opportunity to master the following outcomes:
Learning Outcomes (LO):

1. Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. Find, analyze, evaluate, and document information using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery, and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

Outcome-Linked Assignments & Weight

Annotated bibliography, comprising at least six peer-reviewed sources related to a single theme or issue that will form the basis of subsequent assignments (20% of final grade).

Digital: Students must master library databases to locate the most appropriate sources, determined by relevance to the subject matter and expertise conveyed by chosen authors (Outcomes 2, 3).

Written: Students will use this digitally compiled research to write an annotated bibliography that follows a set of widely accepted conventions for this format (Outcomes 3, 5).

Oral: Students will mobilize sources comprised in the annotated bibliography in subsequent presentations of “talking points” and graphic assignments that rely upon the effective presentation of an evidence-based argument (Outcomes 5, 6, 7).

Graphic presentation of an evidence-based argument accompanied by a one page written explanation of the visual presentation, comprising a digitally compiled presentation of an argument that builds upon sources in the annotated bibliography (15% of final grade, evenly divided among the three short assignment components, each of which comprise 5%).

Digital: Students must use a digitally prepared format, such as a graph, interactive visual document, or visual (non-text) powerpoint, to present an argument clearly developed using sources gathered in the annotated bibliography (Outcomes 2, 3, 5).

Written: Using specific guidelines, students will prepare a one page written explanation which further interprets the graphic presentation and provides evidence, derived from the annotated bibliography, in support of the argument it conveys (Outcome 3, 4, 5).

Oral: Students will deliver a short presentation that employs both the graphic presentation and the effective delivery of analysis presented in the one page written explanation (Outcomes 6, 7).
Formulation, composition, and oral delivery of a policy brief, (20% of final grade, evenly divided into three assignments) in which students

Written: Using specific guidelines, students will write a one page document that relies upon evidence generated in the annotated bibliography as well as a refined argument developed upon consideration of critical feedback from the professor and peers following presentations (Outcomes 2, 3, 4, 5)

Digital: Draft a detailed but concise email, containing relevant information regarding the policy brief, with the goal of influencing legislative or policy change regarding the issue (Outcomes 3, 5).

Oral: Each students will deliver a short presentation designed to persuade the audience of the merits of the argument contained in the student's policy brief (Outcomes 6&7)

Draft short paper (5 pages, not including reference list), in which students will use the feminist knowledge, analytical skills, research, and critical feedback received throughout the semester to analyze the gendered elements of everyday life. To this end, students will keep a daily journal for at least two weeks in which they write about the ways in which gender shapes the lives of those around them in silent but powerful ways. These analyses can include (but are not limited to) issues such as work, beauty culture, safety, and relationships. This is an opportunity to apply each student’s developing communication skills and knowledge to everyday life (25% of final grade, 20% of which evaluates the paper, and 5% of which comprises a one page peer review of another student’s work).

Written: Using guidelines provided, students will present the results of their ongoing work in a five page short research paper format (Outcomes 2, 5).

Oral: Students will actively discuss their work in class during small-group workshops to help them develop their evidence-based arguments and organizational skills (Outcomes 3, 6, 7).

Digital: Using guidelines provided, students will carefully compose an email to the author of the paper (names will be obscured and this information will be shared via the professor) that conveys their peer review comments in a respectful manner focused upon constructive criticism (Outcomes 4, 5).

Revised Short Paper, of 6-8 pages, not including reference list, graphic appendix, or a one page “resubmission statement” in which the student details how s/he has responded to the peer reviewer critiques) 10% of final grade, including short presentation of final results.

Written: Students will incorporate comments from peers and the professor to revise their draft paper into a polished work that follows convention and assigned guidelines (Outcome 4, 5).

Digital: The paper will include an appendix that contains a version of the graphic presentation developed earlier in the semester, revised following instructor feedback (Outcome 4).

Regular attendance & active, engaged participation (Outcome 7)10% of final grade
Schedule of Classes (15 weeks)

Week 1: Introduction to Gender & Women's Studies Vocabulary and Perspectives

"Introduction" in Kimmel & Aronson, 1-8
"Caveman Masculinity" in Kimmel & Aronson, 11-21
"Testosterone Rules" in Kimmel & Aronson, 22-26
"Speaking in Public" in Beebe & Beebe, 2-8
"Speaking in Small Groups" in Beebe & Beebe, 255-265

Activity: Small group discussions on readings-related topics, discussion of class goals and pathways toward meeting learning outcomes. (LO?)

Week 2: The Cultural Construction of Gender

"Men as Women and Women as Men" in Kimmel & Aronson, 51-61
"Coming of Age and Coming Out Ceremonies Across Cultures" in Kimmel & Aronson, 78-94
"The Audience-Centered Speechmaking Process" in Beebe & Beebe, 9-18

Activity: Mastering the library's digital databases (facilitated by a reference librarian or the professor), and compiling an annotated bibliography to construct an evidence-based argument. (LO 2,5)

Week 3: Gender Role Socialization

"Sugar and Spice But Not Always Nice" in Kimmel & Aronson, 154-163
"Dude, You're a Fag" in Kimmel & Aronson, 113-124
"Gender and the Meaning of Adolescent Romantic Relationships" in Kimmel & Aronson, 125-153
"Ethics & Free Speech" in Beebe & Beebe, 19-26

Due, to facilitate activity: Three annotated bibliographic entries, using format, for discussion in small group workshop format in which students will communicate to one another how the sources work together to help construct and substantiate their argument. (LO 1,4)

Week 4: Gendered Social Norms

"The Gender Similarities Hypothesis" in Kimmel & Aronson, 95-112
"Framed Before We Know It" in Kimmel & Aronson, 190-199
"Improving Your Confidence" in Beebe & Beebe, 27-33
"Listening" in Beebe & Beebe, 36-48

Due: Annotated Bibliography. (LO 5)

Activity: Small group work, with annotated bibliographic assignments, on transforming a persuasive written argument into a persuasive spoken argument. Prepare to present talking points next week in small group. (LO 1,6,7)

Week 5: Confronting Privilege

"Analyzing Your Audience" in Beebe & Beebe, 49-58
"Adapting to Your Audience as You Speak in Beebe & Beebe, 59-65
"Doing Gender" in Kimmel & Aronson, 200-213
“Doing Difference” in Kimmel & Aronson, 214-234  
Activity: Session on designing an effective explanation of a visual presentation; practice presenting talking points in small groups (LO 3,6,7)

Week 6: Due: Graphic presentations and one page interpretive document, 5 minute presentations (LO 1,5,6,7)

Week 7: Gender & Education
“The Trouble with Black Boys” in Kimmel & Aronson, 333-346
“Cool Boys’, ’Party Animals’, ’Squid’ and ’Poofers” in Kimmel & Aronson, 311-322
“Supporting Your Speech”, 92-99  
Activity: Formulation, composition, and oral delivery of a policy brief (LO 3)

Week 8: Preparing for Presentation Evaluations, Part I
“Organizing Your Speech” in Beebe & Beebe, 102-116
“Developing an Introduction” in Beebe & Beebe, 117-124
“Developing a Conclusion” in Beebe & Beebe, 125-129
“Outlining and Editing Your Speech” in Beebe & Beebe, 130-137
“Using Words Well” in Beebe & Beebe, 138-146
“Methods of Delivery” in Beebe & Beebe, 148-153  
Activity, based on assignment: Small group discussion on one page policy brief and concise email summarizing most significant elements of the brief. Plan to revise in conjunction with small group feedback, facilitated by the professor. (LO 4)

Week 9: Preparing for Presentation Evaluations, Part II
“Nonverbal Communication” in Beebe & Beebe, 154-162
“Verbal Communication” in Beebe & Beebe, 163-173
“Delivering Your Speech” in Beebe & Beebe, 174-179
“Selecting Presentation Aids” in Beebe & Beebe, 180-189
“Designing and Using Presentation Aids” in Beebe & Beebe, 190-197
“Informative Speaking” in Beebe & Beebe, 200-216  
Due: One page document and concise email summarizing most significant elements of the brief. This will form the basis of our 10 minute persuasive speech presentations next week, which can employ evidence of the student’s choice, including already completed work. (LO5)

Weeks 10 & 11: Persuasive Speech Presentations
No readings this week in order to focus our energies on presenting and engaging in peer review and writing of accompanying reports. (LO 6,7)

Week 12: Gender & Work
“The Glass Escalator” in Kimmel & Aronson, 389-400  
“Racializing the Glass Escalator” in Kimmel & Aronson, 401-413
“Farewell to the Organization Man” in Kimmel & Aronson, 414-433
“Before and After” in Kimmel & Aronson, 434-446  
Activity, based on discussion of readings assigned: Conveying an effective message in writing.
Week 13: Gender & The Body

"The Body & The Reproduction of Femininity" in Kimmel & Aronson, 503-515
"Growing Up in the Culture of Slenderness" in Kimmel & Aronson, 517-526
"Beards, Breasts and Bodies" in Kimmel & Aronson, 527-540
"Sexual Harassment and Masculinity" in Kimmel & Aronson, 592-606

Activity, based on draft paper due: Five page paper due, for peer review in small group and through anonymous peer review due next week. LO 1,2,4

Week 14: Gender & Sexuality

"The Feminization of Love" in Kimmel & Aronson, 545-552
"A Study of Men and Women from Different Sides of Earth to Determine if Men are from Mars and Men are from Venus..."
"Sexual Tensions in Girls' Friendships"
"Hooking Up and Forming Romantic Relationships on Today's College Campuses"

Activity: Readings-based discussion.

Week 15: Gender & Violence

"Wars, Wimps, and Women" in Kimmel & Aronson, 608-616
"The Myth of Sexual Symmetry in Marital Violence" in Kimmel & Aronson, 618-629
"Rape-Prone Versus Rape-Free Campus Cultures" in Kimmel & Aronson, 631-639

Activity: Revised short paper due, along with a resubmission statement. LO 1,4,5
LEARNING OUTCOMES FORM (continued)
Communication 2 (COM2) Courses

In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each Student Learning Outcome will be achieved in this course and how each outcome will be assessed in this course.

<table>
<thead>
<tr>
<th>COM2 Student Learning Outcomes (Copied from Page 5)</th>
<th>How will this outcome be achieved? (Provide specific examples of assignments and activities)</th>
<th>How will this outcome be assessed? in this course?</th>
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<tr>
<td>Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.</td>
<td>All assignments contain oral, written, and digital components specifically designed to meet outcomes 1-7, as specifically detailed below. Students will complete these assignments as part of an iterative process which meets Outcome 1 by providing students with the opportunity to develop and communicate interdisciplinary written, oral, and digital messages.</td>
<td>Direct assessment, based on grading rubrics, of student work. Peer assessment in small group work and through the peer review process.</td>
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<td>Find, analyze, evaluate, and document information appropriately using a variety of sources.</td>
<td>Use library databases to locate the most appropriate sources; use a digitally prepared format to present an argument clearly developed using sources; write a one page document that relies upon preceding work and peer review comments; present results of their ongoing work in a five page short research paper format.</td>
<td>A clear rubric, provided in advance to the students, that requires them to present an argument clearly substantiated by sources from appropriate scholarly publications. Appropriateness, and subsequent assignments, of sources located in library databases will be determined by relevance to the subject matter and expertise conveyed by chosen authors.</td>
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<tr>
<td>Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.</td>
<td>Use library databases to locate appropriate sources; use a digital format to present an evidence-based argument; write a one page document that relies upon preceding work and peer review comments; present results in a five page paper; discuss work in small-groups to develop evidence-based arguments and organizational skills.</td>
<td>Direct assessment, based on grading rubrics, of student work, along with individual consultation with students both in small group and during office time. Numerous class activities are devoted to discussion of particular written, oral, and digital messages.</td>
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<td>COM2 Student Learning Outcomes</td>
<td>How will this outcome <em>be achieved</em> in this course?</td>
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<td>Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.</td>
<td>Prepare a one page evidence-based written interpretation of the graphic presentation; revise draft paper into a polished work; prepare peer review commentary; write a resubmission statement summarizing revisions; include a revised version of the graphic presentation as an appendix to the revised paper.</td>
<td>Direct assessment, based on grading rubrics, of student work. Small group work to accompany in-class activities, instruction, and discussion of effective processual strategies in writing and presenting. Peer assessment in small group work and through the peer review process, along with subsequent revisions accompanied by resubmission statements.</td>
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<tr>
<td>Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.</td>
<td>Follow instructions to prepare, write, or present academic documents or presentations following convention, including an annotated bibliography; graphic presentation; resubmission statement; incorporate peer and professor comments; mobilize sources to make an oral evidence-based argument; draft a detailed but concise policy brief-based email.</td>
<td>Direct assessment, based on grading rubrics, of student work, particularly detailed comments, on submitted work, by the professor, who will closely monitor each student's progress toward meeting and observing accepted conventions.</td>
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<td>Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message.</td>
<td>Mobilize sources to present an evidence-based argument; deliver short presentations employing both the graphic presentation and the policy brief; persuade an audience of the merits of the argument contained in the student's policy brief; actively discuss their work in small-group workshops to develop evidence-based arguments and organizational skills.</td>
<td>Direct assessment, based on grading rubrics, of student presentations, accompanied by informal assessment through peer review exercises and small group work.</td>
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<tr>
<td>COM2 Student Learning Outcomes</td>
<td>How will this outcome be achieved(^1) in this course? (Provide specific examples of assignments and activities)</td>
<td>How will this outcome be assessed(^2) in this course?</td>
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<td>Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.</td>
<td>Mobilize sources to present an evidence-based argument; short graphic presentation; persuasive speaking on the merits of an evidence-based argument; actively discuss their work in class during small-group workshops to help them develop their evidence-based arguments and organizational skills; regular attendance and active, engaged participation.</td>
<td>Direct assessment, based on grading rubrics, of student presentations, accompanied by informal assessment through peer review exercises and small group work.</td>
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\(^1\)Achievement of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed ‘in class’ (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

\(^2\)Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.