

# GEN101: Introduction to Gender Studies

Section: 01

M/W 12:15-1:30pm

Rm: New Bldg. 1.77



**Professor:** Steph M. Anderson, PhD

**Personal Pronouns:** she/her/hers & they/them/theirs

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**Office Hours:** Wednesdays 2-3pm

**Office Location:** New Bldg. 6.65.30

## Course Description

This course introduces students to the central themes and theories of gender studies. By examining scholarly articles and texts from a broad range of academic disciplines and cultural perspectives, we will explore how societal definitions of gender shape people's lives. In the process, the course will address questions about connections between biology and sex, and will explore how differences between race, ethnicity, class, and sexual identities complicate theories of universal female and male experiences. The course will introduce key terms in the interdisciplinary field of gender studies as well as important debates about bodies, families, love and sex, media, education, work and economics, and the criminal justice system that have shaped national and international gender scholarship.

## Learning Goals and Objectives

By the end of this course, you will increase your knowledge in the following areas:

- 1) *Gender Concepts:* You will learn some of the ways that gender has been conceptualized, researched, and understood by the social and behavioral sciences including how gender concepts are shaped by historical, cultural, and social forces (specifically through the theories of social construction and intersectionality)
- 2) *Gender in Practice:* You will learn to observe and reflect upon the ways gender is performed in your everyday lives.
- 3) *Gender Literacy:* You will learn to think critically about the ways gender is popularly portrayed in society, in the media, and through research.
- 4) *Gender Justice:* You will learn the ways that gender is related to systems of oppression and marginalization. Specifically, developing an awareness of how gender, race/ethnicity, class, and sexual orientation intersect, reinforcing and maintaining such categories of difference;

A time-honored feminist motto is, "The personal is political." Our work in this course is enhanced by our personal stories—experiences that directly apply to assigned readings and themes of the particular classes. Because we all share a wide range of perspectives, many of the issues discussed in this course may generate strong (and personal) reactions. You may feel uncomfortable at times as you and others express different opinions. However, your success in this class will depend on your willingness to take risks and articulate your thoughts and opinions even if they appear to differ from those of the instructor or the majority of students. Within this class, all viewpoints will be honored, **provided they are presented in a manner that respects the views of other students and the instructor.**

It is my philosophy that most learning takes place when well-read students come together to share their responses to readings and to debate, question, and challenge the explicit and implicit assumptions of the authors, themselves, and their colleagues. My pedagogical goals for this course are to encourage critical thinking within a non-competitive, collaborative learning community, within which learning flows not only from teacher to student, but also from student to teacher and importantly from student to student.

**Writing Goals:** Although not a writing course per se, this course will help students learn to use writing as a vehicle for understanding the material and as a place to develop our ideas and practice responding to texts (written and otherwise), both critically and analytically. Through paper assignments, a final project and presentation, we will work on building more formal writing skills, including organization, observation, argumentation, summarization, source citation, and style.

**Reading Goals:** Critical reading of and critical thinking about texts, culture, and history is essential to this course and is a learned skill like any other. We will work together to hone these skills, so that we may communally arrive at some of the many possible meanings within each text or issue we examine. I expect that each student will work hard on improving his/her/their own reading and interpretation skills. This means that students should: 1) READ 2) REREAD 3) THINK. Underline, write questions, comments, and confusions in the margins, and raise these issues in class. In other words, engage/interact with the text and share this mental work with your fellow class members during in-class discussions. Your reading responses (described below) are directed toward these goals. **Please bring the assigned readings to class!**

**Texts (required):**

1. Adichie, C. N. (2014). *We should all be feminists*. New York, NY: Random House.
2. Griffin, G. (2010). *"The events of October": Murder-suicide on a small campus*. Detroit, MI: Wayne State University Press.
3. Wilchins, R. A. (2014). *Queer theory, gender theory: An instant primer*. Riverdale Avenue Books.

All required course materials for this course can be found at the John Jay Online Bookstore ([www.JohnJayBooks.com](http://www.JohnJayBooks.com)). Shopping at the school-sanctioned online bookstore ensures that you order the correct book for this course. Using your CUNYfirst account, log in to [www.JohnJayBooks.com](http://www.JohnJayBooks.com) to see the required materials for this class. If you have any issues logging in with your CUNYfirst credentials, please contact DoIT at 212-237-8200. If you have any questions about your order, contact the bookstore customer service line at 1-800-887-6459 or [help@textbookx.com](mailto:help@textbookx.com).

## **Class Policies**

### **Class Ethics**

While I encourage all of us to have fun as we learn, it is important that every student feels safe in the classroom. Please be aware that not everyone has the same views, opinions, identities, and/or experiences as you do. We will discuss many controversial issues over the course of the semester, and it is likely that we will not all agree on everything. This is good and productive for class discussion. However, while I encourage questions, debate, and expression of ideas, I discourage disrespectful comments or language. I will not tolerate negative judgment, rudeness, or comments/questions that are not productive to class discussion and reserve the right to ask you to leave if you are being disrespectful to me or to another student.

*Hate Speech Will Not be Tolerated in this Class.* “It is the position of the Faculty Senate and the Council of Chairs that the use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process.” Please be aware of this position and respect yourself and others enough to avoid engaging in such speech. I encourage you to discuss your opinions—regardless of their popularity—but to do so in a professional and caring manner.

### **Names and Pronouns**

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by all members of the classroom community - faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name’s proper pronunciation, and any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.

### **Email & Blackboard**

You must have an active John Jay email account that you check regularly, and you must regularly log into our class’ Blackboard site. All course materials will be available on Blackboard. Also, remember to save all your work—even after you hand it in.

### **Things electronic**

- Cell phones. Please do not use your cell phone during class for phone calls, text messages, games, or other activities. *If you have an emergency and must be accessible during class, please put your phone on vibrate and leave the classroom before taking any calls.* If your cell phone rings in class, I reserve the right to answer it (as you can answer mine if it rings).
- Computers. I do allow students to use computers or tablets during class time *solely* for the purposes of referring to class readings. I do not allow the use of computers for note taking, as it is my experience (and research has shown) that computers dampen rather than facilitate discussion and interfere with student learning. Please see me individually if you need accommodations.

### **My E-mail Policy**

The best way to reach me is via email. I will do my best to answer emails within 24 hours. Although email tends to be a less formal type of communication than more traditional written formats, the general rules of writing still apply. That is, when communicating through email, always use appropriate salutations (e.g., Professor, Dr., etc), “sign” the correspondence with a closing phrase and your name,

check your grammar, tone, and style, and make sure to reply back when someone sends you a message so they know you received it. Please do not write e-mails using shorthand language (e.g., “u” instead of “you”) or from email accounts other than your John Jay e-mail (e.g., [sugarkitty@aol.com](mailto:sugarkitty@aol.com)).

### Formats and Due Dates

Unless indicated otherwise, all out-of-class writing should be:

- Typed with one-inch margins
- Written in Times New Roman 12-point font
- Submitted in a Word document (**no Pages, RTF or Google Docs**).
- Turned in online via Blackboard

**Assignments are due at the beginning of class on the date listed in the syllabus unless otherwise indicated.** Work is considered late if it is not submitted within the first 15 minutes of the class during which it is due. Appropriate citations should be given to any reference and documented in [APA Style](#). Spelling, grammar, punctuation, and proofreading, will count for a portion of your grade.

Late Assignments: Although I will accept late assignments, there is a stiff penalty for turning work in late. **For each day that your assignment is late, the highest possible grade you can earn will drop one grade.** So, if you turn in an assignment one day late, the highest grade you can receive is a B. I count an assignment ***as late if it is turned in any later than 15 minutes into our class period the day it is due.*** If you are unable to meet a deadline, please notify me as soon as possible. Other arrangements may be made depending upon the circumstance. However, this is not a guarantee, so please plan accordingly. Assignments submitted over a week late at most will receive half credit.

### Course Components

#### Class Participation

My expectations for your participation and discussion are high, as this course relies heavily on small and large group discussion and in-class reading/writing. The more participation from students the more enriched and generative the class is for everyone, myself included. To be successful, you'll need to:

1. ***Be prepared for discussion.*** Doing the reading is just the beginning. You will prepare questions and comments about the readings prior to and base your class contributions on this preparation. ***Bring all assigned readings to class with you as we will regularly use them for in-class work.***
2. ***Listen carefully.*** In a good discussion, listening is as at least as important as speaking. A comment that builds on earlier lines of argument or responds to ongoing questions is much more valuable than one that comes in out of the blue.
3. ***Expect to disagree*** with me and with each other from time to time. You should also make sure to handle your disagreements responsibly. Please understand that people who disagree with your arguments aren't necessarily disrespecting you as a person, and remember that you are always obliged to treat other people with respect and consideration.

NOTE: Attendance does not equal class participation. If you miss many classes, however, your participation grade will suffer.

## Reading Responses

To examine the class readings *prior to our in-class discussions*, and to get the most benefit from our class time together, you will submit regular entries to an on-going reading journal. Once a week, you will post a short reflection on at least one of the assigned course readings **by on Tuesdays 11:59pm on Blackboard**.

1. **First, respond to one of the reading prompts provided OR discuss another main idea in the text(s).** I will list 1-3 prompts; however, you are not limited to these prompts. If there is another main idea you'd like to discuss, please do so.
2. **Second, list at least one question about the assigned reading.** Think of this as an opportunity to seek clarification on the readings as well as to indicate what questions you want to discuss in class. After reading the assigned texts, what questions remain? What ideas or connections should we consider in class discussion? Remember, it's okay to say "I don't get it!" but you must also think about and express the reasons behind your confusion.

Reading responses are low-stakes writing. I am much more interested in the content and thoughtfulness of your response than your grammar, style, etc.

**Each post is expected to be 200-300 words.** You are expected to submit a total of 10 reading responses throughout the course of the semester. Each response will be worth 20 points. NOTE: You are only allowed to submit **ONE** reading response per week and your response **must relate to the readings assigned that week**. This means that you cannot wait until the end of the semester to fulfill your reading journal requirements. So please plan accordingly. If you complete more than 10, your 10 best grades will be applied toward your final grade. Weekly entries are due **on Tuesdays by 11:59pm on Blackboard** Late responses will only receive half credit. Entries submitted over 2 weeks late will receive zero credit.

## Written Assignments

You will complete two short written assignments in this course. These assignments will require you to explore gender "in the field" and to apply theory learned in class to gender in everyday life and cultural debates.

## Collaborative Infographic Project

A central component of gender studies work is raising awareness on issues of social (in)justice. Working with a partner, for your final project in this course you will create an infographic demonstrating "why gender matters." You are allowed to choose your topic; however, it **MUST** be related to a gender issue. During the last two weeks of the semester, you will give a short presentation on your project. We will review project components and analyze examples of infographics in class.

## Final Paper

Your final paper will be a reflection on your learning throughout the semester and a self-evaluation of your performance in the course. Specific instructions will be handed out toward the end of the semester.

## **Evaluation**

There are 1000 points possible in this course. The breakdown of your grade is as follows:

Participation	100 pts
Reading Responses	200 pts
Written Assignments	200 pts
Infographic Project & Presentation	300 pts
Final paper	200 pts

The following grade scale will be used to assign grades:

Letter Grade	Points	Letter Grade	Points
A	925 – 1000	C	725 – 774
A-	900 – 924	C-	700 – 724
B+	875 – 899	D+	675 – 699
B	825 – 875	D	600 – 674
B-	800 – 824	F	0 – 599
C+	775 – 799		

## **Academic Ethics**

We will be incorporating a broad range of texts and ideas into our writing, engaging in discussion, and working collaboratively in groups. I will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. Any deliberate attempt to present the work of others as your own is dishonest and will result in serious consequences up to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Always cite your sources, using APA style. The Writing Center has great resources for incorporating APA style.

## **John Jay College's Official Statement on Plagiarism**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

All faculty, including myself, are particularly on the lookout for **Internet plagiarism**, which "includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution."

**Undergraduate Bulletin.** As a John Jay student, it is your responsibility to know and understand the policies of the college and your role in them. Please see the Undergraduate Bulletin for this information (including in the Incomplete Grade Policy, Extra Work for the Semester, and Americans with Disabilities Act Policies)  
<http://www.jjay.cuny.edu/academics/654.php>

### **How to Succeed in This Course:**

First, stay actively engaged with the material throughout the semester. Read the assigned readings *before* attending class. I have chosen these readings carefully to illustrate key concepts as well as for their readability and range of academic scholarship. Second, check our Blackboard site *regularly*. Staying on track is key, so plan ahead using the weekly schedule below. Pay attention to deadlines, and begin working on your assignments early. Importantly, ask for help. I am here to support your learning. Talk to your classmates about class material and develop study groups. You are fabulous assets to each other. Be sure to give me plenty of time to read any emails or questions you have regarding written assignments. Do not wait until the last minute!

### **Student Resources:**

#### **Writing Center**

All John Jay students have access to the writing center where they can bring written work from all of their courses. The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it.

Go to the Writing Center web site for all the information, including the ability to sign up for on line, real time writing support sessions, available workshops, style guides and other helpful resources:  
<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>

**Students with Disabilities are more than welcome in this classroom.** If you have a disability and need accommodations, please let me know. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, I must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is your responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to me.

**Counseling Center.** College is stressful and sometimes you need someone to talk to who can help you put things in perspective. There is no problem that is "silly" and no problem that is "too small." It's better to contact them when concerns are beginning to emerge because problems left untreated or unresolved can become much larger and affect your personal and academic well-being. The Department of Counseling offers a variety of services for John Jay students. Its mission is to support the college community and it offers individual and group counseling, psychological services, crisis intervention, outreach, and consultation. It provides specialized services to support students with their adjustment to college life, choice of majors, and exploring the special programs offered through the college. There are also Peer Counseling services, which provide information to students about test anxiety, time management, and how to make the most at John Jay. I encourage anyone who is interested in these services to seek them out. (L68.02 New Building)

## Class Schedule and Assigned Readings

Wk	Date	Topic	Readings, Class Preparation & Assignments
1	Aug. 28th	Welcome, Introductions, Course Requirements	<b>Reading:</b> <ul style="list-style-type: none"> <li>Miller (2017). "Republication men say it's a better time to be a woman than a man" <a href="#">NYTimes</a></li> </ul>
	Aug. 30th	Why Study Gender?	<b>Reading:</b> <ul style="list-style-type: none"> <li>Kimmel, M. (2013). Human beings: An engendered species (p. 1-17)</li> </ul>
<b>Theory and Politics</b>			
2	Sept. 4th	<b>No class – Labor Day</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Lorber (1994). 'Night to his day': Gender as a social construction (p. 1-11)</li> <li>Wilchins (2014) - Ch. 1 – Women's Rights</li> </ul> <b>ASSIGNMENT #1 HANDED OUT</b>
	Sept. 6th	Gender as a social construction	
3	Sept. 11th	The "F" Word: Feminism and Gender Studies	<b>Reading:</b> <ul style="list-style-type: none"> <li>Adichie, C. N. (2014). <i>We should all be feminists</i>. New York: Random House LLC.</li> </ul>
	Sept. 13th	Hostile & Benevolent Sexism	<b>Reading:</b> <ul style="list-style-type: none"> <li>Johnson (1997) Patriarchy, the system: An it, not a he, a them or an us (p. 98-105)</li> </ul>
4	Sept. 18th	Feminism in Context <b>ONLINE CLASS (see Blackboard)</b>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Freedman, E. B. (2002). A historical case for feminism (p. 1-13)</li> <li>Watch: <a href="#">Makers</a></li> </ul> <b>ASSIGNMENT #1 DUE</b>
	Sept. 20th	<b>No Classes Scheduled</b>	
5	Sept. 25th	Systems of Privilege and Inequality	<b>Reading:</b> <ul style="list-style-type: none"> <li>Collins, P. H. (1993). Toward a new vision: Race, class and gender as social categories (p. 60-67)</li> </ul>



	Sept. 27th	Systems of Privilege and Inequality con't	<b>Reading:</b> <ul style="list-style-type: none"><li>McIntosh (1988). White Privilege and Male Privilege (p. 15-27)</li><li>Johnson (2001). Privilege, power and difference and us (p. 59-68)</li></ul>
6	Oct. 2nd	Transnational Feminisms <b>ONLINE CLASS (see Blackboard)</b>	<b>Reading:</b> <ul style="list-style-type: none"><li>Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. <i>American anthropologist</i>, 104(3), 783-790.</li><li>Abdulwali, S. (2014). The niqab makes me feel liberated, and no law will stop me from wearing it. <a href="#">The Guardian</a></li></ul>
	Oct. 4th	Hegemonic Masculinity	<b>Reading:</b> <ul style="list-style-type: none"><li>Pascoe, C.J. (2009). 'Dude, you're a fag": adolescent masculinity and the fag discourse (p.70-82)</li><li>Donaldson, M. (1993). What is Hegemonic Masculinity? <i>Theory and Society</i>, Spring, 22(5): 643-657</li></ul>
7	Oct. 9th	<b>No Classes Scheduled</b>	<b>INFOGRAPHIC PROJECT HANDED OUT</b>
	Oct. 11th	In-class workshop: Infographic Project	
<b>Bodies, Intimacies &amp; Identities</b>			
8	Oct. 16th	Sexual Orientation & Desire	<b>Reading:</b> <ul style="list-style-type: none"><li>Ward, J. (2008). Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes. <i>Sexualities</i>, 11(4), 414-434.</li><li>Diamond, L. (2008). Will the real lesbian please stand up? In <i>Sexual fluidity: Understanding women's love and desire</i>. Cambridge: Harvard University Press. (p. 1-16)</li></ul>
	Oct. 18th	Politics of Sexuality & Desire	<b>Reading:</b> <ul style="list-style-type: none"><li>Rubin, G. (1992). Thinking sex: Notes for a radical theory and politics of sexuality (p. 143-172).</li></ul>

9	Oct. 23rd	Relationships & Marriage	<b>Reading:</b> <ul style="list-style-type: none"> <li>Josephson (2005). Citizenship, Same-Sex Marriage, and Feminist Critiques of Marriage (p. 269-284)</li> <li>Spade, D. &amp; Wilse, C. (2013) "<a href="#">Marriage will Never Set Us Free</a>"</li> </ul> <b>INFOGRAPHIC PROPOSAL DUE</b>
	Oct. 25th	Transgenderism	<b>Reading:</b> <ul style="list-style-type: none"> <li>Wilchins (2014). Ch. 2 – Gay Rights Ch. 3 – Transgender rights</li> </ul> <b>Suggested Reading:</b> <ul style="list-style-type: none"> <li>Namaste, V. K. (2006). Genderbashing: Sexuality, gender and the regulation of public space. (p. 584-600).</li> </ul>
<b>Gendered Representations &amp; Institutions</b>			
10	Oct. 30th	The Social Construction of Sex	<b>Reading:</b> <ul style="list-style-type: none"> <li>Delphy, C. (1993). Rethinking sex and gender. <i>Women studies international forum</i>, 16, p. 1-9.</li> <li>Wilchins, R. (2014). Ch. 4 – Derrida and the politics of meaning</li> </ul> <b>ASSIGNMENT #2 HANDED OUT</b>
	Nov. 1st	Gendered Images	<b>Reading:</b> <ul style="list-style-type: none"> <li>Holliday, R. (2008). Media and popular culture. In <i>Introducing Gender and Women's Studies</i> (p. 187-204).</li> </ul>
11	Nov. 6th	Objectification, Commodification and the Body	<b>Reading:</b> <ul style="list-style-type: none"> <li>Wilchins, R. (2014) Ch. 5 – Homosexuality: Foucault and the politics of self Ch. 6 – Foucault and the disciplinary society</li> </ul>
	Nov. 8th	Post Feminism	<b>Reading:</b> <ul style="list-style-type: none"> <li>McRobbie, A. (2004). Post-feminism and popular culture. <i>Feminist media studies</i>, 4(3), 255-264</li> </ul> <b>ASSIGNMENT #2 DUE</b>
12	Nov. 13th	Gender & Labor: Considering the Wage Gap	<b>Reading:</b> <ul style="list-style-type: none"> <li>Williams, C. (2013). The glass elevator, revisited: Gender inequality in neoliberal times (p. 609-626)</li> <li>Zarembka, J. M. (2008). America's dirty work: Migrant maids and modern-day slavery. In <i>Reconstructing Gender</i> (pp. 451-460)</li> </ul>

	Nov. 15th	Reproductive Justice	<b>Reading:</b> <ul style="list-style-type: none"> <li>Shaw, S. M. &amp; Lee, J. (2009). Health and reproductive rights. In <i>Women's Voices, Feminist Visions</i> (pp. 279-309).</li> </ul> <b>INFOGRAPHIC ROUGH DUE by 11:59pm</b>
13	Nov. 20th  Nov. 22nd	Gender & Violence  Gender & Violence	<b>Reading:</b> <ul style="list-style-type: none"> <li>Griffin, G. (2010) "<i>The Events of October</i>" – Chapter 3 &amp; 4</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Griffin, G. (2010) "<i>The Events of October</i>" – Chapter 5 &amp; 6</li> </ul>
14	Nov. 27 <sup>th</sup>  Nov. 29th  Dec. 1st	Gender & The Criminal Justice System  Gender & the Criminal Justice System	<b>Reading:</b> <ul style="list-style-type: none"> <li>Hugmeyer, A. D. (2011). Delinquent girls. In <i>Women's Voices, Feminist Visions</i> (pp. 577-582)</li> </ul> <b>Reading:</b> <ul style="list-style-type: none"> <li>Davis, A. (1983). Rape, racism and the myth of the black rapist (p. 172-201)</li> </ul> <b>INFOGRAPHIC FINAL SUBMITTED by 11:59pm on Blackboard</b>
15	Dec. 4th  Dec. 6th	Infographic Presentations  Infographic Presentations	<b>FINAL ASSIGNMENT HANDED OUT</b>
16	Dec. 11th	Where do we go from here?	<b>Reading:</b> <ul style="list-style-type: none"> <li>TBA</li> </ul>

**FINAL ASSIGNMENT DUE VIA BLACKBOARD BY  
December 13<sup>th</sup> @11:59pm**