

**Gender Basics: Becoming American Women and Men**  
**GEND 201**  
**Spring 2010**  
**CRN: 93341**  
**Distance Learning**

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**General Education:**

GEND 201 (Gender Basics) meets requirements for both General Education under the category of Human Behavior.

**Writing Intensive:**

GEND 201 meets requirements as a writing intensive course. Expository writing course (WR 121) or equivalent recommended.

**Course Description:**

Through readings in social research, literature and law, this course examines historical and contemporary gender relations in the United States and emphasizes the ways in which gender intersects with issues of race, class, gender, and sexuality. While students are introduced to gender studies as an academic discipline, the course makes clear throughout that the quest for equality is more than an academic exercise. Gender Basics creates a unique political context in which women and men can have critical and open conversations about feminism, oppression, privilege, difference, public policy, and individual responsibility. Participation in the course requires access to e-mail, the Internet, and for the most trouble-free communication of assignments, access to Microsoft Word (either PC or Mac).

**Required Texts:**

Rothenberg, Paula S. (Ed). (2007). *Race, Class, and Gender in the United States: An Integrated Study*, 7th Edition. New York: Worth Publishing

## **Course Objectives:**

The course will provide opportunities for students to:

- employ basic terminology and concepts of Gender Studies which define gender as a process, structure, and relationship rather than an individual attribute of women or men;
- identify the ways in which gender intersects with other social categories such as race/ethnicity, social class, and sexuality;
- identify resources for continued research through practice in using on-line data bases such as Contemporary Women's Issues, EBSCO Host, discipline-specific abstracts, ORBIS resources and critically-evaluated Internet resources;
- develop their analytical and research skills by successfully completing writing assignments.
- argue effectively through scholarly debate in class and on-line.

## **Learning Outcome/Means of Assessment:**

By successful participation in this course, students will be able to:

- Students will demonstrate understanding of systems of gender, race, and class as interdependent social constructions through analysis and discussion of course readings.
- Students will demonstrate an understanding of the causes and effects of structured inequalities and prejudicial exclusion in American society through analysis and discussion of course reading
- Students will demonstrate a recognize what it means in America to be a person of her/his own gender, race, and class and understand how these categories affect others through the and analysis, discussion , and written assignments based on course readings.
- Students will demonstrate an awareness of the enriching aspects of gender, racial and class diversity through analysis and discussion of course readings
- Students will demonstrate an increased respect and tolerance for the integrity of other people's life experiences through analysis and discussion of course readings
- Students will demonstrate a basic understanding of information, including a sense of social/political context, necessary for informed debate of contemporary issues of race, class, and gender through participation and completion of class project, including a class presentation and collective paper project.

## **Writing Intensive Outcomes:**

By successful participation in this course, students will fulfill the Writing Intensive requirement by producing at least \_\_\_\_\_ words (including drafts, in-class writing, informal papers, and polished papers); \_\_\_\_\_ words of this total in polished papers which students have revised after receiving feedback and criticism. Students will do the following:

- practice the forms of writing and reflect upon the nature of the writing used by graduates and professionals in Gender Studies;
- write one paper integrating information from more than one source, employing the APA documentation style;
- draft, revise, and edit formal written work;
- seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor;
- complete all UWR writing-intensive courses with a C- or better.

UWR writing-intensive courses must allocate at least 30% of the overall grade to formal writing assignments, with at least 25% of the overall grade based on evaluation of individually written papers that have been revised after feedback.

## **Course Requirements**

**Assessment** will be based on the following:

1. Class Participation (20%) consists of participating in weekly discussion board postings.  

Discussion (20 %): You will be expected to make weekly postings to the Discussion Board. All students will be required to make one Original Response to the reading assigned for the week and well as two discussion postings in which you Respond to a Classmate. In your Original Response you will be expected to be able to give brief summaries of articles and respond to specific questions posted by the instructor.
2. Reading Responses (2% each total 10%): You will submit five reading responses during the course. Instructions for these responses will be provided.
3. Successful completion of three short assignments 2-3 pages. (Each 10% for a total of 30%).
  - a. Basics Assignment One
  - b. Basics Assignment Two
  - c. Basics Assignment Three

**3. Class Conference Presentation** (Total of 40%): You will be assigned to teams of two to three students to work as a panel on group project papers and presentations. The group project will give students the opportunity to research and analyze race, class and gender. Paper/Projects topics must be approved by the instructor.

- (a) Annotated Bibliography (10%): A short 2-3 page review of sources for your group project will constitute your annotated bibliography assignment. I expect you to locate three to four “scholarly” sources that relate to your project. You will summarize these sources and point out connections or differences between the sources you describe and your project. Guidelines for the annotated bibliography will be provided.
- (b) Conference Panel Presentations (20%): All panels will post their presentation during final week. Guidelines for panel presentations will be provided.
- (c) Group Participation Report (10 %): Each student will submit a 1-2 page report which evaluates that student’s participation in the panel presentation as well as the participation of each group member. Guidelines for writing this report will be provided.

## **University Policies:**

**Statement on Academic Misconduct:** Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. (Please see the *2004-05 on-line Student Handbook: Campus Citizenship - Academic and Behavior*, at the following web address: <http://www.eou.edu/saffairs/handbook.html>)

**Statement on Americans with Disabilities:** If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

**Plagiarism:** Representing someone else's ideas or words as your own, is a serious academic offense. Use APA citation format to cite all ideas or words belonging to others that you include in your own writing. Your work should significantly exceed the quantity of citations and build new ideas upon them. As a general rule, provide quotation marks (and appropriate citation) when you use more than three consecutive words from someone else’s work. For directions on how to make proper citations go to the EOU ‘s Writing Lab page at <http://www2.eou.edu/writelab/> click on “Resources for Writers,” click on “Research and Documentation,” select “Hacker, Research and Documentation,” and finally select “Social Sciences” from the menu. Read this information over carefully and bookmark it for future use. For other plagiarism resources, see the plagiarism section of the English/Writing links page at <http://www2.eou.edu/engwrite/links.html#plagiarism>