

Gender & Contemporary Issues
 GNDR/UGS 3690 Eddy-Sanders
 Fall 2007; T 6-9 pm

Professor: Dr. Shauna Lee Eddy-Sanders
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 (E-mail is the best way to contact me; make sure you include your name and the course in the message as well as an identifying subject line.)
Office Hours: before class in the classroom and by appointment
Gender Studies Dept: SL campus, Room 218, Building 44, 581-8094

Life is to be lived, not controlled, and humanity is won by continuing to play in the face of certain defeat. -- Ralph Ellison Invisible Man

The word=s power does not consist in its explicit content; if generally speaking, there is such a thing as but in the diversion that is involved in it. -- Chaim Nachman Bialik Revelation and Concealment in Language

Course Description and Objectives

This course investigates the interrelation of gender (both femininity and masculinity) and such related issues as race, ethnicity, class, sexuality /orientation, age, and ability. We will explore these as social constructions, which are both integral aspects of our human experience and classifications that influence personal identities and the options for the behaviors of all members of society. These classifications will be considered in the context of domination, subordination, and complicity at personal, social, and institutional levels.

You should be aware that some of the course content (readings, films, discussion/lectures, etc.) necessarily contain strong language, sexually explicit concepts and images, and/or violence. As this course inherently addresses information that can be disturbing, alternative course materials are not available.

Please consider your enrollment carefully.

My goal is to challenge you to think critically about and develop the ability to analyze issues that can become invisible or get denied, trivialized, or ignored in our lived experiences. The foci of this critical thinking/critical analysis will include popular cultural images and representations, social and institutional practices, and our own personal beliefs, experiences, and actions. This will be challenging and may be uncomfortable; it can also be greatly rewarding in exploring different perspectives of the social world in which we live, and to which we contribute. You may or may not agree with everything you encounter in this course; in fact, I hope we have lively conversations from many points of view. Therefore, considering and voicing your perspective in class is important for both your own and others' understandings as we critically engage these texts, concepts, and issues.

Success in this course depends on your commitment to rigorous intellectual and emotional work. It requires thoughtful reflection concerning your personal implication(s) in systems that perpetuate racism, sexism, classism, homophobia, and intolerances of all kinds. Please expect to prepare and participate thoughtfully.

Required Texts

P Rothenberg, Paula S. (2007). *Race, class, and gender in the United States: An integrated study*, 7th ed. St. Martin's Press, New York. [available at the University Bookstore]

P Additional readings as assigned [available at the Marriott Library Media Center, Reserve Desk, and on Electronic Reserve].

Course / University Policies

Make up Policy: Quizzes, in-class assignments, etc., cannot be made up; all work is due on the designated day. *this includes absences for weddings, vacations/trips, doctor visits, interviews, business/work, etc.* Work will be penalized one-half of a letter grade for each day late. In the case of *emergencies or extreme personal difficulty*, some work may be made up; see me (none of the above reasons qualify). Finally, should you miss class, it is your responsibility to contact another student regarding missed lecture material, notes, assignments, etc.

Attendance Policy: Regular class attendance is expected. You are responsible for satisfying the entire range of academic objectives and requirements as defined by the instructor.

Punctuality: Students= presence in the room for **the full class time-period** is expected. If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. Classes will begin and end on time with a brief break (from which you are expected to return to class) in the middle.

Class Environment: Enrollment in this course indicates that you agree to conduct all discussions and interactions with thought, maturity, and respect for others= rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the thinking and learning of all class members. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship (University Policies 8-12.3 Rev 3). Cell phones will be turned off for the duration of class.

Academic Honesty / Plagiarism: Compliance with strict standards of academic honesty is expected. Academic misconduct / plagiarism (see Student Code, Section 1, B2) will not be tolerated and may be grounds for course failure, and suspension or dismissal from the University. Note that plagiarism is the failure to correctly cite / reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others= essays, quizzes, etc., *and* the use of pre-written, purchased, or down-loaded materials. If there is ever a question on this issue, please ask me in advance of submitting the work since once it is submitted I will act strongly to enforce academic standards.

ADA Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need any accommodation or assistance, please contact me as soon as possible in the semester. In addition, reasonable notice needs to be given to the Center for Disability Services, (162 Olpin Union Building, 581-5020 [V/TDD]).

Requests for Reevaluation: The burden of proof in a reevaluation of work grading rests with the student. Before meeting with the instructor, a rationale for a different grade should first be submitted in writing. This should identify the specific concerns / changes and provide detailed evidence in support of the argument. Requests for reevaluation must be made within one week of the student=s receipt of the original evaluation.

Instructor Philosophy/Availability

This is a rigorous and effort-intensive course; you will be exposed to issues, perspectives, and theoretical concepts, which will demand a high level of effort and engagement. I will conduct each class and our interactions with these expectations. If at any time during this semester, you feel that my expectations are unclear, have difficulty meeting any of the above requirements, or have any course-related concerns, please talk with me B preferably **before** it becomes an issue (for assignments, *prior to* any due date) B so that we can discuss a solution. I make an effort to always be accessible both in and out of the classroom and am always willing to discuss any issues related to your learning.

Be aware that I feel strongly that an education is earned through engaged effort to expand your understanding and knowledge of new topics/issues/ideas, as well as your critical thinking abilities. Neither an education nor a good grade is gained simply by paying tuition, attending class, and turning in assignments. As a student you choose the extent to which this course and your education is a priority for you; it is likely that your intellectual success and your grades will reflect your choices and your effort.

Course Assignments

- 1) You have ample opportunity to do your work completely and effectively throughout the course of the semester, and to work with me if you are having difficulties; extra credit assignments are not given.
- 2) Written assignments will be turned in as hard copies to me. (I will not accept final drafts electronically!) (must be formatted with a cover page that includes name and course information, 10-12 point font, double-spaced, one-inch margins on the top, bottom, left, and right [note: printers vary, so make sure you measure the margins after printing])
- 3) You will log on to WebCT at least twice per week for 5 of the 15 weeks of class (that we have readings/lecture; there are actually 16 total weeks) to fulfill assignments. In addition, this site will allow you

to communicate with other class members, find course information, locate the full, detailed requirements for some course assignments, and to keep track of your grades.

Accessing WebCT: Go to webct.utah.edu (OR www.utah.edu students webCT). If you have difficulties accessing WebCT or the class page, contact the Campus Help Desk at 581-40004)

Detailed assignment guidelines and criteria are available on the class WebCT homepage under Assignments@

- 5) Like any material discussed in class, the content of videos and guest speakers' talks is considered assigned material. You are responsible for this material/content.
- 6) We will not necessarily cover every assigned reading (in detail or at all) in class discussions. This does not mean that you are not responsible for the content of these readings in your essays and exams. This does mean, therefore, that you are responsible for asking questions about any readings, or elements therein, that: you would like to discuss due to your interest(s); you feel relates to, or clarifies a concept we are discussing; or that you are working through or struggling with, and would like to clarify through class discussion. All input (questions, concerns, comments, etc.) related to any of the course readings or concepts from the course is welcomed.
- 7) In accordance with University guidelines, grading/evaluation standards are as follows (note that these grades further break down into plusses and minuses (i.e., A-, B+)):
 - A (90% +)** Excellent performance, superior achievement: demonstrating exceptional synthesis of concepts and evidence of critical thinking, and exceeding the basic requirements.
 - B (80% +)** Good performance, substantial achievement: demonstrating engaged effort in engaging concepts and exceeding the basic requirements
 - C (70% +)** Standard performance and achievement: demonstrating enough effort for meeting the basic requirements.
 - D (60% +)** Substandard performance, marginal achievement: demonstrating marginal effort and not meeting the basic requirements.

Discussion Posts/Quizzes: This includes a significant portion of your grade; disregarding these assignments will severely impact your grade. **Discussion Posts** - You will log on to WebCT at least twice each week, a minimum of five (of 15) weeks to read, follow, and reply to comments, issues, discussions, and discussion questions posted in the course Discussion (Topic) Forums. You will be required to initiate discussion on reading topics as well as respond to instructor prompts. The more fully the class engages these online discussions, the less likely a pop@ quizzes will occur. I read everything that is posted. Follow the directions in the handout on discussion posts explicitly. You may respond and post more than the required amount; if you are on the border of a grade, more participation will work to your benefit. **Quizzes** - Unannounced 5-10 minutes written work at the beginning of any class

Exams (Midterm and Final) You will take two exams based on course readings, exercises, assignments, and class discussions.

Short Essay You will write a 2 page Critical Response Essay which examines course readings and class discussion.

Museum Exhibit These projects will consist of (1) curating a museum of tolerance as a group based on our readings to the class; (2) using the assessment of this presentation, you will improve that presentation and present it to the larger community in some way; (3) you will write, as a group, a short paper in which you integrate the concepts from the course readings, assignments, and class discussions and illustrate the social implications for every day life of your exhibit and of the museum as a whole we create. You will receive an assignment sheet within the first three weeks of class further detailing this assignment in which the semester culminates.

Attendance/Participation/Assignments These are expected. In order to benefit from the perspectives, concepts, and discussions in this course, it is essential that you regularly and actively participate; this requires your presence. Further, effective participation requires having completed assigned readings, and is based on the thoughtfulness and contribution, as well as the frequency, of your efforts. Attendance is defined as physical and intellectual presence for an entire class meeting period. Assignments will include take-home and in-class

exercises and assignments. These are expected to be completed *thoughtfully* and *thoroughly*; failure to do so will result in minimal or no credit.

Further Participation Requirement Each day we meet for the course (beginning on August 28th and excluding the midterm and final exam days), I will post two to three names on the board of our classroom. ***You will not know if your name will be posted in advance. Your name will be posted a maximum of twice during the semester.*** The class members posted will be required to act as *experts* on the readings assigned on the syllabus for the day. Before I start my formal lecture and discussion with the class, the selected class members will be required to give an analysis of a reading/readings of the instructor's choice to the entire class by 1) summarizing the content of the reading; 2) explaining how the article is significant to the course, daily topic, your life personally, or any overall social issues; and 3) providing further interpretation of elements/aspects of the reading(s) that will start a productive class discussion. Don't worry too much about this; *it is not an oral presentation*. Rather, it is your chance to exhibit your engagement with the reading(s) in a discussion format. Because many of these concepts are new and often difficult, if you are having difficulty understanding the reading material prior to our class meetings, please ask me to clarify any concepts for you to aid in your analysis and preparation. This is an important part of your grade. *If you are absent the day your name is posted, you will forfeit your opportunity to make up the grade.* As noted above, I view attendance as more than just physical presence, but as the ability to intellectually and critically engage the course readings and concepts (in other words, you have to *try*; I want you all to be active participants in our community of ideas). Failure to adequately complete this portion of the course will result in a low attendance/participation grade. In the past, I have found this exercise to make class meetings full of lively and engaged discussion among class members.

Student Resources

Alcohol and Drug Education Center 581-7776

Associated Students of the University of Utah (ASUU) 581-ASUU

Center for Ethnic Student Affairs 581-8151

Disabled Student Services 581-5020

International Center; International Student Council 581-8876

Rape Recovery Center, Salt Lake City 467-7273

Testing Center 581-8744

Tutoring Center (also ESL Tutoring) 581-5153

University Counseling Center , 426 Student Services Bldg., 581-6826

Assertiveness; Career Planning; Depression & Worry; Grief/Loss; Personal Counseling; Family & Relationship Issues; Relaxation Techniques; Stress; Study Skills; Test Anxiety; Other Issues

Women's Resource Center 581-8030

Writing Center, 3rd floor, Marriott Library 587-9122

Course Schedule Fall 2007 (subject to modification)

Readings & assignments are due on the first date they are shown. In many places I have included readings that are optional; these are readings that might be useful for people interested in researching or simply reading about a particular topic in greater detail. *You are not tested on optional readings.*

* To access readings posted in **Marriott Library E-Reserve**, go to www.lib.utah.edu > Course Reserves > enter Eddy or course name. If you have problems, call 581-6494 or 581-4808. (There is also a hard copy of the reserve articles available at the Marriott Library reserve desk for a three-hour check out.)

Date	Topic/Readings	Assignments
Week One: Underlying Theoretical Positions: Social Construction and Language		
T 8/21	Introduction to the course, foundational issues, and each other Watch film clips; discuss phenomenology and deconstruction	
Read for 8/28	Griffin, A Symbolic Interactionism@ *(reserve / e-reserve) Allen, A Assumptions of Social Constructionism@ *(reserve / e-reserve) Foss, A Feminist Criticism@ *(reserve / e-reserve) Hooks, A Feminism: A Movement to End Sexist Oppression@ *(reserve / e-reserve) Cowles, A Structuralism,@ A Deconstruction and Poststructuralism@ *(reserve / e-reserve) only read through page 120 in the Deconstruction section	
Week Two: The Social Construction of Difference / Hierarchy, Stereotypes, Control, Power		
T 8/28	Discussion of Readings Theoretical Constructs of Perception	Questionnaires and information sheets due
Read for today: this means you have two lists for this day; this is the only time this will occur.	Baker Miller, A Domination and Subordination ,@ <i>RCG</i> p. 108 Frye, A Oppression ,@ <i>RCG</i> p. 154 Young, A Five Faces of Oppression @ *(reserve / e-reserve) Williams, A Hegemony @ *(reserve only / e-reserve) Mills, A Power Relations ∇@ [interpretation of the French philosopher Michel Foucault=s theory of Power and Institutions] *(reserve / e-reserve) Optional Reading: Skylar, A Imagine a Country ∇2003,@ <i>RCG</i> p. 329	
Week Three: Identity Construction: Masculinity/Femininity/Constructing Genders		
T 9/4	Museumology/Museology Discussion of readings Constructing Genders	Select groups for final project
Read for today	Kavanagh, A Ideology @ *(reserve / e-reserve) Lorber, A =Night to His Day=: The Social Construction of Gender ,@ <i>RCG</i> p. 54 Lindauer, A The Critical Museum Visitor @ *(e-reserve) Sutter and Worts, A Negotiating A Sustainable Path: Museums and Societal Therapy @ *(e-reserve) Wallis, A A Forum, Not a Temple: Notes on the Return of Iconography to the Museum @ *(e-reserve) Optional Reading: Nicholson, A Interpreting >Gender= @ *(reserve / e-reserve) Hubbard, A The Social Construction of Sexuality ,@ <i>RCG</i> p. 65 Hopkins, A Gender Treachery: Homophobia, Masc. and Threatened Identities @ *(reserve / e-reserve) Kimmel, A Masculinity as Homophobia ,@ <i>RCG</i> p. 80 Sabo, A Pigskin, Patriarchy, and Pain ,@ <i>RCG</i> p. 451 Lenoir and Ross, A The Naturalized History Museum @ http://www.stanford.edu/dept/HPST/TimLenoir/Publications/Lenoir_NaturalizedMuseum.pdf#search=%22timothy%20lenoir%20museum%	
Week Four: Female Bodies, Feminine Resistance, Constructing the Feminine Ideal; Sexuality and Violence		

T 9/11	Discuss Readings Social constructs of femininity VISIT FROM RAPE RECOVERY CENTER	Final Draft of Short Essay Due
Read for today	Smith, <i>Sexual Violence as a Tool of Genocide</i> , @ RCG p. 673 Donnelly & Kenyon, <i>Honey, We Don't Do Men</i> @ *(reserve / e-reserve) World Health Organization, <i>Violence Against Women</i> @ *(reserve / e-reserve) Hesse-Biber, <i>Am I Thin Enough Yet?</i> @ RCG p. 613 Jack, <i>Ways of Occupying Space</i> @ *(reserve / e-reserve) Law, <i>Adopting the Principle of Pro-Feminism</i> @ *(reserve / e-reserve) Optional Reading: Chernik, <i>The Body Politic</i> @ *(reserve / e-reserve) Gerhart, <i>More and More young Women Choose Surgical Perfection</i> , @ RCG p. 480	
Week Five: Gender Stereotypes, Social Devices, Sexual Orientation [Beyond Gender and Sexual Orientation]		
T 9/18	Social constructs of gender stereotypes and sexual orientation	Exhibition topic proposals due
Read for today	Mohr, <i>Anti-Gay Stereotypes</i> , @ RCG p. 603 Katz, <i>The Invention of Heterosexuality</i> , @ RCG p. 68 Pharr, <i>Homophobia as a Weapon of Sexism</i> , @ RCG p. 168 Bronski, <i>Confronting Anti-Gay Violence</i> , @ RCG p. 738 Avicoli, <i>He Defies You Still: The Memoirs of a Sissy</i> , @ RCG p. 458 Copeland, <i>Out of the Closet, But Not Out of Middle School</i> , @ RCG p. 476 <u>Midterm Review</u>	
Week Six: Test Week		
T 9/25	Midterm Exam	
Read for today	No extra readings for this week	
Week Seven: Understanding Racism/Sexism, Heterosexism, Class Privilege		
T 10/2	Introduction to Next Unit Privileging Race, Gender and Class	
Read for today	Omi & Winant, <i>Racial Formations</i> , @ RCG p. 13 Buck, <i>Constructing Race, Creating White Privilege</i> , @ RCG p. 33 Tatum, <i>Defining Racism: >Can We Talk?<</i> , @ RCG p. 123 Memmi, <i>Assigning Value to Difference</i> @ *(handout) Bonilla-Silva, <i>Color-Blind Racism</i> , @ RCG p. 131 Optional Reading: Jhally, <i>Advertising at the Edge of the Apocalypse</i> , @ RCG p. 621 Parenti, <i>The Plutocratic Culture: Institutions, Values, and Ideologies</i> , @ RCG p. 629	
Week Eight: Fall Break; No Class		
T 10/9	Since you have this week off, please use it to work on your exhibits; additionally, the readings for the next week are larger because of the break; please take this into consideration in your planning.	
Week Nine: Discrimination and Its Consequences; Where Does Race Leave Off and Ethnicity Begin; Many Voices, Many Lives: Race/Ethnicity, Identity, Inequality		
T 10/16	Social constructs of discrimination Learning to hate Race vs. Ethnicity Multiplicity of Identity within Race and Ethnicity Disability Studies Constructs of Identity Return to phenomenology	Outlines for Exhibitions Due
Read for today	Eisenstein, <i>Hatred Written on the Body</i> @ *(reserve / e-reserve) Blackburn, <i>Why Race is Not a Biological Concept</i> @ *(reserve / e-reserve)	

	<p>U.S. Commission on Civil Rights, The Problem: Discrimination, @ RCG p. 255 Lui, The Economic Reality of Being Latino/a in the United States, @ RCG, p. 358 and The Economic Reality of Being Asian American, @ RCG p. 362 Bernstein, Women=s Pay: Why the Gap Remains a Chasm @ RCG, p. 370 Lane, Ethnicity, Ethics, and the Deaf-World @ *(e-reserve) Lane, from <i>The Mask of Benevolence</i> *(e-reserve) Baynton, Disability and the Justification of Inequality in American History @ RCG, p. 92 Wu, Yellow, @ RCG p. 415 Fayad, The Arab Woman and I, @ RCG p. 423 Casares, Crossing the Border Without Losing Your Past, @ RCG p. 431 Chung, Finding My Eye-Identity, @ RCG p. 485 Davies, Lame, @ RCG p. 505 Optional Reading: Ross, et. al., Just Choices: Women of Color, Reproductive Health, and Human Rights @ *(reserve / e-reserve) Ryan, Blaming the Victim, @ RCG p. 688 A Census Bureau Predicts Diverse U.S. Future, @ RCG p. 203 Gomez, The Event of Becoming, @ RCG, 433 Kashef, This Person Doesn=t Sound White, @ RCG 438 Alsultany, Los Intersticios: Recasting Moving Selves, @ RCG p. 212 Wood, What I Learned about Jews, @ RCG p. 445 Griscom, The Case of Sharon Kowalski and Karen Thompson, @ RCG p. 497</p>	
Week Ten: Outside of Black and White: Is White a Race/Color Too?		
T 10/23	Examining Whiteness as Ideology	
Read for today	<p>Sethi, Smells Like Racism, @ RCG p. 143 McIntosh, White Privilege: Unpacking the Invisible Knapsack, @ RCG p. 177 Carter, Is White a Race? Expressions of White Racial Identity @ *(reserve / e-reserve) Fine, Witnessing Whiteness @ *(reserve / e-reserve) Rubin, Is This a White County, or What? @ *(reserve / e-reserve) Waters, Optional Ethnicities: For Whites Only? @ *(reserve / e-reserve) Audrey Thompson, Tiffany, Friend of People of Color: White Investments in Antiracism @ (e-reserve/website) Optional Reading: Tilove, Racial Relations Becoming More Complex across County, @ RCG p. 230</p>	Exhibit Plans due
Week Eleven: The Economics of Race, Class, and Gender in the United States		
T 10/30	Where race, class and gender intersect	
Read for today	<p>Mantsios, Class in America 2003, @ RCG p. 182 Mantsios, Media Magic: Making Class Invisible, @ RCG p. 636 Chafe, Sex and Race: The Analogy of Social Control, @ RCG p. 659 WAGE Project, The Wage Gap and Its Costs, @ RCG p. 373 Herbert, Shhh, Don=t Say >Poverty=, @ RCG p. 345 Taylor, How Safe is America? @ *(reserve / e-reserve) Conley, Being Black: Living in the Red: Wealth Matters, @ RCG p. 350 Feldman, Savage Inequalities= Revisited, @ RCG p. 383 Optional Reading: Leonhardt, U.S. Poverty Rate Was up Last Year, @ RCG p. 339 Krugman, The Sons Also Rise, @ RCG p. 378 Phillips-Fein, The Education of Jessica Rivera, @ RCG p. 380</p>	
Week Twelve: Class Continued / Legal (or in other words, Institutionalized): How it Happened		
T 11/6	Institutionalizing Perception	
Read for today	<p>Rothenberg, How It Happened: Race and Gender Issues in U.S. Law, @ RCG p. 519 <i>Minor v. Happersett</i>, 1875, RCG p. 567 <i>Elk v. Wilkins</i>, November 3, 1884, RCG p. 568 California Constitution, 1876, RCG p. 567 United States Constitution: Nineteenth Amendment (1920), RCG p. 573 <i>Korematsu v. United States</i>, 1944, RCG p. 573</p>	

T 11/13 Week Thirteen: Using the Justice System to Attack Discrimination; the construction of the protest*Roe v. Wade*, 1973, *RCG* p. 582The Equal Rights Amendment (Defeated), *RCG* p. 583*Bower v. Hardwick*, 1986, *RCG* p. 583Ettlebrick, *Lesbian and Gay Rights in Historical Perspective*, @ *RCG* p. 586Ayvazian, *Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change*, @ *RCG* p. 724Blanchard, *Combating Intentional Bigotry and Inadvertently Racist Acts*, @ *RCG* p. 734Hout and Lucas, *Narrowing the Income Gap between Rich and Poor*, @ *RCG* p. 750Birch, *Sweats and Tears* @ *RCG* p. 614United Students Against Sweatshops, *RCG* p. 616Calpotura, *Recipe for Organizing*, @ *RCG* p. 632**T 11/20 Week Fourteen: Thanksgiving Break; no formal class. You should meet in your museum groups****Week Fifteen: Museum Presentations**

T 11/27	Presentation of Exhibits	Exhibits Due
	Review for the final	Paper on Exhibits Due

Week Sixteen: Final Exam

Final Exam: Tuesday, December 4th during regular class time; you should plan on the entire class time to take the exam.