Introduction to Gender Studies 2301

Instructor: Dr. Gabriela Serrano

Office: Academic Building 0019 A

Office Phone: 486-6155

Office Hours: Mondays & Wednesdays: 11:00 a.m.-12.00 p.m., 1:00-2:00 p.m.
Tuesdays & Thursdays: 12:30 p.m.-2:00

E-mail: gserrano@angelo.edu

Open Door Policy

Students are welcomed and encouraged to visit me whenever they wish to discuss an exam, quiz, or any other problem as it relates to this class. If students cannot come during my office hours, or they may schedule an appointment. The easiest and best way to contact me outside of my office hours is to e-mail me (gserrano@angelo.edu). I read my e-mail on a daily basis during weekdays and will reply promptly.

Course Description

We will study gender constructs from the nineteenth century to today and examine the social and political contexts that have shaped our perceptions of gender. Gender studies helps us understand how in the past, new critical perspectives on gender strictly categorized individuals to fit narrowly-defined feminine and masculine roles, yet such ideas are defined differently by other cultures and time periods. The course will be divided into the following three sections: gender in literature, gender in music, and gender in film. For each section, we will study particular groups and movements, such as Riot Girrrl Bands, and how they challenge traditional constructs of gender and help us consider how in a post-modern era, these constructs are no longer a viable determinant of our own, individual perceptions of gender

Student Learning Outcomes

Students who complete this course successfully will be able to:

1. Understand interrelated gender studies terms, concepts, and theories, such as, “first, second, and third wave” feminism, sexism, separate male (public) and female (private) spheres, the feminine mystique, the beauty myth, patriarchy vs. matriarchy, androgyny, and heteronormativity.

2. Integrate their understanding of these terms, concepts, and theories with their responses to practical, everyday contexts, thus learning to critique their own gendered experiences and assumptions.
3. Employ these terms, concepts, and theories as they analyze and evaluate a variety of cultural texts.

**Course Objectives**

Students will evaluate the course at the end of the semester. The major objectives I emphasize from the course evaluations are:

1. “Developing skill in expressing oneself orally and in writing”
2. “Learning to analyze and critically evaluate ideas, arguments, and points of view”

**Semester Grade**

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<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
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<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Exam 3</td>
<td>20%</td>
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<tr>
<td>Literary Analysis (3)</td>
<td>10%</td>
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<tr>
<td>Quiz Grades</td>
<td>10%</td>
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<tr>
<td>Discussion Questions</td>
<td>10%</td>
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<tr>
<td>Participation/Attendance</td>
<td>10%</td>
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**Exams**

Students will complete three exams during the semester.

- Exam 1 will cover Music and Gender
- Exam 2 will cover Literature and Gender
- Exam 3 will cover Film and Gender

**Critical Analysis**

Students will complete three, 300 word responses for each of the three units of the course over material we cover in class. Students will be expected to evaluate and respond to the materials we cover critically to deepen their understanding of these materials. I will post two prompts on Blackboard for each unit—Music, Literature, and Film—and students may choose from one of these two prompts to write about. These must be uploaded on Blackboard by the designated date and time on the syllabus.

**Quiz Grades**

Quizzes will cover the assigned readings due for that day. Quizzes are unannounced and must be completed within the first five minutes of class. **If students are more than five minutes late, they may not take the quiz for that day. Students may not make up any quizzes,** but I will drop the lowest quiz grade at the end of the semester in case of illness, a family emergency, car trouble, etc.

**Discussion Questions**
At the beginning of every week, I will post Discussion Questions that we will work to answer throughout the week. These questions will be due by Midnight on Sundays nights, except on weeks when we have an exam or Critical Analysis due. **I will not accept late submissions for these Discussion Questions.** I will, however, drop the lowest Discussion Question grade in case of illness, a family emergency, car trouble etc.

**“No Drama Clause”:**

I will drop the lowest quiz and daily grade at the end of the semester, and I will drop one letter grade per day a paper is late in case of illness, a death in the family, car trouble, etc., but **I do not wants students to ask for special exceptions for such occurrences.** Again, I drop the lowest daily and quiz grades and deduct 10 points per day a literary analysis is late in case of an emergency.

**Use of Technology**

I will post all materials we will be discussing over the course of the semester, readings, music and film clips, criticism, etc. on Blackboard as we progress through the three units in this course. Make sure to review these materials **BEFORE** coming to class on the dates assigned. Also, students must upload all Discussion Questions and Analysis Papers on Blackboard. I will not accept excuses for any technical difficulties students may have with their assignments, which include computers crashing, difficulty uploading assignments, Blackboard shutting down, etc. Students need to make sure to give themselves enough time after finishing their assignments to manage these problems. **I will not accept assignments via email.**

**Participation/Attendance**

Students must be prepared for class every day and must have read materials assigned for that day. I will ask questions related to the readings, and if I find students have not completed the readings, I **will deduct points from the final grade for failing to prepare for class.** In addition, **I will deduct two points for disturbances in the class, for example talking, texting, answering phone calls, etc.** If these points add up to more than 10 points by the end of the semester, I will begin deducting points from the overall grade for the course. I will take a student’s regular attendance record into account when determining the final grade.

**Absence Policy**

Quiz grades depend on regular attendance. **Students may not make up quiz grades.** I will, however, drop the lowest quiz grade in case of an emergency, a student is ill, has car trouble, etc. Keep
in mind that failure to attend class regularly will result in dropping up to three letter grades for the course.

Criteria for Excused Absences

The only excused absences recognized by Angelo State University are those wherein a student is representing the university in an official capacity. These absences will not be excused without appropriate documentation. Athletes and other students who will be missing class for an official university activity must advise me in writing at least \textit{48 hours in advance} of the absence.

Class Conduct

I encourage you to feel free to voice your opinions when they relate to the subject being discussed; however, as members of this class we will treat each other with respect and show concern for each other’s ideas. Extend to one another professional courtesies such as:

- Attending all class meetings and arriving on time
- Switching off cell phones and any other digital devices
- Respecting and learning from differences of opinion

Departmental Policy on Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook: \url{http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf} Failure to comply with the honor code will result in disciplinary action and a failing grade in this course.

I will assign a grade of “F” for the following violations:

I. Plagiarism “the appropriation and the unacknowledged incorporation of another’s work or idea into one’s own work offered for credit” (Regents’ \textit{Rules and Regulations}, Chapter VI, Section 5.32)

II. Cheating - this includes copying material from another member of the class, having someone in or outside of class complete an assignment or exam for you.

Students with Special Needs

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented.
GST 2301 Daily Schedule

Week One
Jan. 17  Course Introduction
        Course Policies
        Using Blackboard
        Uploading Assignments

Jan. 19  Three Waves of Feminism in African-American Spirituals to Hits from the
        70s and 90s

**Online Assignments due by midnight on 1/21:**
Read critical work posted on Blackboard
Listen to musical selections for week 2

Week Two
Jan. 22  Performing Gender
        Warrant: “Cherry Pie”
        Gwen Steffani: “I’m Just a Girl”

Jan. 24  Madonna: “Like a Virgin”

Jan. 26  Students’ Choice

**Online Assignments due by midnight on 1/28:**
Read critical work posted on Blackboard
Discussion questions for week 2
Listen to musical selections for week 3

Week Three
Jan. 29  Androgyny and Gender Bending
        Culture Club: “Do You Really Want to Hurt Me”

Jan. 31  Androgyny and Gender Bending
        Annie Lennox: “Sweet Dreams”
        David Bowie (Ziggy Stardust): “Space Odity”

Feb. 2   Students’ Choice

**Online Assignments due by midnight on 2/4:**
Read critical work posted on Blackboard
Discussion questions for week 3
Listen to musical selections for week 4
**Week Four**

Feb. 5  From Punk to Riot Grrrls  
Patti Smith: “Piss Factory”  
Joan Jett: “My Bad Reputation”

Feb. 7  Brown Bag (Meet in UC 201)

Feb. 9  Riot Grrrls  
Bikini Kill: “Rebel Girl”  
Sleater Kinney: “Modern Girl”

**Online Assignments due by midnight on 2/11:**  
Read critical work posted on Blackboard  
**Critical Response Due**  
Listen to musical selections for week 5

**Week Five**

Feb. 13  90s Anti-Masculinity  
Nirvana: “Rape Me”  
Pearl Jam: “Better Man”

Feb. 14  Contemporary Masculinity  
Students’ Choice  
*Review for Exam I*

Feb. 16  **Exam I**

**Week Six**

Feb. 19  Sacred Feminine Spaces  
Virginia Woolf: “A Room of One’s Own”

Feb. 21  Sandra Cisneros: “A House of My Own”

Feb. 23:  Charlotte Perkins Gilman: “The Yellow Wallpaper”

**Online Assignments due by midnight on 2/25:**  
Read critical work posted on Blackboard  
Discussion questions for week 6  
Reading selections for week 7

**Week Seven**

Feb. 26  Me, Too Movement, Rape Culture  
John Updike: "The Persistence of Desire"

Feb. 28  Kristen Roupenian: "Cat Person"
Mar. 2  Alyssa Harris: “That Girl”

**Online Assignments due by midnight on 3/4:**
Discussion questions for week 7
Read selections for week 8

**Week Eight**
Mar. 5  LGBTQ+ Literature
Allan Ginsberg: “Howl”

Mar. 7  Selections from *October Mourning*

Mar. 9  **Online Assignments due by 12:50 on Blackboard**
Poster Presentations

**Week Nine**
Mar. 19  Hurt, Forgiveness, and Strength
Zora Neale Hurston: “Sweat”

Mar. 21  Rebecca Brown: “Forgiveness”

Mar. 23  Alyssa Harris: “That Girl”

**Online Assignments due by midnight on 3/25:**
Discussion questions for week 9
Read selections for week 10

**Week Ten**
Mar. 26  “Queer” Sexuality
Emily Dickinson: “Wild Nights”

Mar. 28  Frank Bidart: “Queer”

Mar. 30  Audrey Lorde: “Black Unicorn”
**Online Assignments due by midnight on 4/1:**
**Critical Response Due**
Read selections for week 11

**Week Eleven**
Apr. 2  Women Boldly Going
Pat Murphy: “His Vegetable Wife”

Apr. 4  “A Few Things I Know About Whileaway”
*Review for Exam 2*
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<th>Date</th>
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<tr>
<td>Apr. 6</td>
<td><strong>Exam 2</strong>&lt;br&gt;<strong>Online Assignment due by midnight on</strong> 4/8:&lt;br&gt;Read critical work posted on Blackboard&lt;br&gt;<strong>Homework:</strong> Watch <em>But I’m a Cheerleader</em> (on reserve at the library)&lt;br&gt;before week 12</td>
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<td><strong>Week Twelve</strong>&lt;br&gt;&lt;br&gt;Apr. 9  <strong>Discuss But I’m a Cheerleader</strong>&lt;br&gt;Apr. 10  <strong>Continue discussion on But I’m a Cheerleader</strong>&lt;br&gt;Apr. 12  <strong>Continue discussion on But I’m a Cheerleader</strong>&lt;br&gt;<strong>Online Assignments due by midnight on 4/15:</strong>&lt;br&gt;Read critical work posted on Blackboard&lt;br&gt;<strong>Critical Response Due</strong>&lt;br&gt;Discussion questions for week 12&lt;br&gt;<strong>Homework:</strong> Watch <em>Fight Club</em> (on reserve at the library)&lt;br&gt;before week 13</td>
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<td><strong>Week Thirteen</strong>&lt;br&gt;&lt;br&gt;Apr. 16  <strong>Discuss Fight Club</strong>&lt;br&gt;Apr. 18  <strong>Continue discussion on Fight Club</strong>&lt;br&gt;Apr. 20  <strong>Continue discussion on Fight Club</strong>&lt;br&gt;<strong>Online Assignments due by midnight on 4/22:</strong>&lt;br&gt;Read critical work posted on Blackboard&lt;br&gt;Discussion questions for week 13&lt;br&gt;<strong>Homework:</strong> Watch <em>Brave</em> (on reserve at the library)&lt;br&gt;before week 14</td>
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<td><strong>Week Fourteen</strong>&lt;br&gt;&lt;br&gt;Apr. 23  <strong>Discuss Brave</strong>&lt;br&gt;Apr. 25  <strong>Continue Discussion on Brave</strong>&lt;br&gt;Apr. 27  <strong>Continue Discussion on Brave</strong>&lt;br&gt;<strong>Homework:</strong> Watch students’ film of choice (on reserve at the library)&lt;br&gt;before week 15</td>
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**Week Fifteen**

Apr. 30  
*Rocky Horror Picture Show*

May 2  
*Rocky Horror Picture Show*

May 4  
*Review for Exam 3*

**Week Sixteen**

May 7, 1:00 p.m. -3:00  
**Exam 3**