**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: GN100: Introduction to Gender Studies**

**Home Department:** College of Arts & Sciences (Note: This minor is now housed in the College of Arts & Sciences, per approval of Dean Michael Broadway. Associate Dean Susy Ziegler serves as the Academic Head.)

**Department Chair Name and Contact Information** (phone, email): Susy Ziegler, x1104, suziegle@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every semester

**Official Course Status**: Has this course been approved by CUP and Senate? **YES**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content:

An introduction to Gender & Sexuality Studies, this course is structured as an interdisciplinary academic study that critically examines the meaning of gender in society. The Gender & Sexuality Studies course challenges students to think critically and communicate effectively about constructions of gender and sexuality and their intersections with categories such as race, class, ethnicity, religion, nationality, and age. This interdisciplinary program will equip students with the knowledge and abilities to recognize gender- and sexuality-based inequalities and work toward positive change. ~~The major goal of this course is to introduce students to the construction of gender, sexuality, race, ethnicity, class, and other social constructions of identity in order to examine the unequal status of women in the United States. Students in this course examine texts and media images to critically analyze social institutions and the construction of difference. Such an examination will help raise consciousness regarding the construction of gender identity in society and will provide students tools to work towards issues of social justice and cultural transformations. This course is designed to teach students how to analyze texts critically and write powerfully for a particular audience.~~ Students will analyze various gender related issues through different texts, such as essays, documentaries, books, presentations and handouts.

Learning Outcomes: Upon completion of the course, students will be able to:

* Understand the construction of gender, sexuality, race, ethnicity, class, and other social constructions of identity
* Examine the unequal status of women in the United States and various cultural contexts
* Examine texts and media images to critically analyze social institutions and the construction of difference
* Raise consciousness regarding the construction of gender identity in society
* Work towards issues of social justice and cultural transformations
* Write powerfully for a particular audience
* Act and think responsibly as a citizen of the United States and the world
* Use gender and sexuality as a strategic priority for increasing their capacity to engage with gender roles in an informed and intelligent manner
* Develop greater capacity for understanding intersections of race and class as well as ableism and ageism with gender
* Develop capacity for critical thinking to the development of the individual’s sense of social responsibility in a diverse world.

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

*Critical thinking:* To satisfy the *Evidence* outcome, students in GN100 write a final research paper in which they must research and assess readings and films to determine their appropriateness to their argument; they will provide various critical approaches to reading essays, documentaries, lectures and discussion and providing analysis through textual and personal examples to support their ideas and thesis regarding Gender and Sexuality.

To satisfy the *Integrate* outcome, GN100 students write a final research paper in which they engage with interdisciplinary and intersectional approaches to racism, classism, ableism, and lookism. They will integrate these approaches, as well as information from readings, films, lectures and discussions to their own experiences and to the construction and representations of various gendered identities.

To satisfy the *Evaluate* outcome, GN100 students write a final research paper that critically analyzes different essays, texts, books, documentaries and popular films. Students will critique gender identity formation in their own lives and analyze the edifice of various constructions, such as race, class, sexuality, ableism, and size-ism and relate their intersections to gender within the US and other parts of the world. Students will evaluate how the construction and representation of gender and various other constructions intersect in the U.Ss and the world from a gendered perspective.

*Social responsibility*

To satisfy the *Knowledge of Cultural Worldview Frameworks* outcome,GN100 students write weekly response papers in which they demonstrate their knowledge about forms of gender and sexual identity construction and representation in the U.S. and in various cultural contexts.

To satisfy the *Intercultural Awareness* outcome, GN100 students write weekly response papers in which they examine texts and films from various cultural contexts and discuss gender formations within specific cultural contexts. In these response papers, students will discuss stereotypes and media representations of different ethnicities and the idea of gender within specific cultural contexts in order to investigate discrimination and exclusions due to race, class, sexism, ableism, and ageism.

To satisfy the *Intercultural Engagement* outcome, GN100 students write a final research paper that demonstrates gender awareness within the U.S. and in various cultural contexts in terms of gendered identity formation. Students will research and draw upon gender constructions and representations in a specific cultural context.

To satisfy the *Ethic Issues Recognition* outcome, GN100 students write a final research paper that demonstrates their recognition and understanding of ethical issues surrounding gender, sexuality and other social constructions, such as race, class, sexuality, and so forth that lead to discrimination and oppression in various cultural contexts.

1. Describe the target audience (level, student groups, etc.):

**GN100 is intended for undergraduate students.**

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

**The course currently applies toward the Gender & Sexuality Studies minor and the university division II Liberal Humanities requirements.**

1. Provide any other information that may be relevant to the review of the course by GEC:

**Instructors of GN100 must hold a terminal degree and research and/or teaching experience in Gender & Sexuality Studies or a related field.**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students write a final research paper in which they must assess evidence provided by critical articles and films that were not discussed in class  **Frequency:** once  **Overall Grading Weight:** 30%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |
| **Integrate** | Integrates insight and/or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students write a final research paper in which they integrate information from in-class essays, documentaries, lectures and discussions as well as from the critical articles and films that they researched outside of class and apply this information to their own experiences and to the construction and representations of various gendered identities  **Frequency:** once  **Overall Grading Weight:** 30%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students write a final research paper in which they evaluate information from outside research and class readings, films, lectures and discussions and provide a critique of gender identity formation in their own lives and analyze the edifice of various constructions, such as race, class, sexuality, ableism, and size-ism and relate their intersections to gender within the U.S. and other parts of the world.  **Frequency:** once  **Overall Grading Weight:** 30% each  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | **Task Type:** Students write weekly response papers based on the readings, films, lectures and discussions that demonstrate their knowledge of gender movements in differing cultural contexts ~~participate in discussion forums and write one to two paragraphs assigned readings on gender and sexuality~~  **Frequency:** weekly  **Overall Grading Weight:** 20%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Students write weekly response papers based on readings, films, lectures and discussions that demonstrate their awareness of issues of gender and sexuality from multiple cultural perspectives ~~submit one-page response papers on selected assigned reading by employing theories of gender and sexuality~~  **Frequency**: weekly  **Overall Grading Weight:** 20%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |
| **Intercultural**  **Engagement** | Being willing to engage with cultures other than one’s own | **Task Type:** Students write a final research paper that demonstrates gender awareness in another culture. Students will research and draw upon gender constructions and representations of another gendered, racial, or ethnic group. ~~formal essay written through critical analysis of gender and sexuality construction~~  **Frequency:** once  **Overall Grading Weight:** 30%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | **Task Type:** Students write a final research paper that demonstrates their recognition and understanding of ethical issues surrounding gender, sexuality and other social constructions, such as race, class, sexuality, and so forth within various cultural contexts ~~formal essay written through critical analysis of gender and sexuality construction~~  **Frequency:** once  **Overall Grading Weight:** 30%  **Expected Proficiency Weight:** The criterion level of proficiency is at 70% as many of the readings will be difficult and will challenge students’ understanding of gender identity |

**Sample Syllabus: GN100: Introduction to Gender Studies**

**Course Description:** An introduction to Gender Studies, this course is structured as an interdisciplinary academic study that critically examines the meaning of gender in society. The major goal of this course is to introduce students to the construction of gender, sexuality, race, ethnicity, class, and other social construction of identity in order to examine the unequal status of women in the United States. We will examine texts and media images to critically analyze social institutions and the construction of difference. Such an examination will help raise consciousness regarding the construction of gender identity in society and will provide students tools to work towards issues of social justice and cultural transformations. This course is designed to teach students how to analyze texts critically and write powerfully for a particular audience.

**Course Objectives:**

* Learn to assess U.S. women’s status and acquire tools to critique and improve the unequal position of women in society
* Learn to think critically about various social institutions and the construction of gender identity
* Identify intersectionality of race, class, sexuality, age, nation, religion and so forth and its impact of gender identity
* Analyze gender through multiethnic, multiracial, transnational and queer feminist perspectives.
* Examine systems of power and our own lives in order to understand discrimination and privileges
* Improve critical and analytical skills to support assumptions and arguments regarding to reading and writing

Required Course Text: Shaw, Susan M. and Lee, Janet. *Women’s Voices, Feminist Visions: Classic and Contemporary Readings,* 5th edition.

**Requirements and Grading:**

**Group Presentation/Leading discussion Paper:** Two double-spaced page paper 20%

**Weekly Response Paper**  10%

**Peer-Review Workshops** (each worth 5%) 10%

**Midterm and Final Papers:** Five double-spaced page papers, each worth 30% 60%

**Midterm and Final Papers: Five double-spaces pages**

Your papers, five double-spaced pages, must provide feminist critical analysis on one or a combination of texts by focusing on selected questions requiring specific answers on the reading through the use of gender terminology gleaned from our course text. Use the “Questions for Discussion” sections at the end of each chapter to generate your main thesis idea. Your writing will involve critical analysis of certain essays, of one or comparative analysis of two, all through the application of gender theory. You must have a clear argumentative thesis idea that you support with examples from your personal experiences substantiated by quotes from our readings. All the papers that you write for this course must be in MLA style, double-spaced, in 12 point font and must include a works cited page.

**Group/Collaborative Presentation Paper:** You will sign up for a group presentation on the week’s reading and present a panel discussion to the class. You will write one two-page double spaced collaborative paper along with two to three discussion questions and present it to class. You will then facilitate class discussion. Research the author’s background and historical context. Provide social and historical contexts. Use feminist vocabulary gleaned from the text. The discussion must be framed by feminist theory. A short summary followed by a longer analysis is required.  What are the main points of the argument? Explain each point and the reasoning behind it. Support your ideas with textual example and analysis. At the end of the paper, write out two or three questions for class discussion on the assigned readings.  I will grade your presentation by evaluating how well you lead class discussion and ask pertinent questions and by the content of your paper.  Become a critical reader, and interpret and reinterpret the text.  I strongly urge you to not do an “either/or” type of reading where you agree or disagree with the author.  The selected texts are more complex than that.  Post your papers on Educat by 12:00 noon on specified dates for a grade.

**Critical Response Paper:** Weekly Critical Response Paper (one double-spaced page).

Select one of the questions from the “Discussion Question” for each chapter and write the paper. Focus on one particular aspect of the piece to provide critical analysis. Provide quotes to substantiate your assumptions. Have a main topic idea. To demonstrate that you are doing the reading, do use vocabulary from our course texts. All posts must be proofread carefully. Remember to write your name, the title of the assigned reading and the date on all your papers. These assignments will be available to the class for review.

**Peer-Review Workshop:** Bring rough drafts of your papers to class on assigned dates for a peer-review workshop. A guideline handout will be provided. Provide concrete and specific feedback to your peers. We will pay special attention to Thesis Ideas, Restatements, Illustrations, Analysis and Conclusion while also focusing on transitions, grammar and mechanics. You will post your papers on Educat and work with your groups.

For help with paper format or content, for review and revision help, your are encouraged to visit the English Writing Center at the basement of LRC.

**Note: All papers must in Times New Roman 12 font, double-spaced and with MLA style for citations. Your name, course title, assignment title, and date should appear, in single space, on the top left corner of the paper. All papers must be uploaded on Educat for a grade.**

**Policies:**

* More than one unexcused missed assignment will significantly affect your grade. After the second missed assignment, your grade will drop down one letter grade. *After the third missed assignment, you will automatically receive an F grade.* You are responsible for keeping track of your missed assignments.
* A grade off for late papers. One day late will drop your grade from an A to an A- and so on. If extension is needed, you must ask one week before the due date. If it’s a medical emergency, do provide a doctor’s note and so forth.
* Keep track of your grades; if any grades are missing, inform me a.s.a.p.
* There will be no final exam in the class as the testing will be spread throughout the term in the form of critical review, midterm and final papers.
* All work submitted for this course must be your own and written exclusively for it.  The use of sources such as ideas, quotations, or paraphrases must be properly documented in the MLA style.  Please consult your student handbook for a definition of **plagiarism** and information on documentation.  From the NMU Student Handbook, Student Code (section 2.2.3):  “No student shall submit as their own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and source.”

**GRADE CONVERSION CHART:**

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| --- | --- | --- | --- | --- |
|  | 100 | 30 | 20 | 10 |
| A | 100 | 30 | 20 | 10 |
| A- | 92.5 | 27.75 | 18.5 | 9.25 |
| B+ | 82.5 | 24.75 | 16.5 | 8.25 |
| B | 75 | 22.5 | 15 | 7.5 |
| B- | 67.5 | 20.25 | 13.5 | 6.75 |
| C+ | 57.5 | 17.25 | 11.5 | 5.75 |
| C | 50 | 15 | 10 | 5 |
| C- | 42.5 | 12.75 | 8.5 | 4.25 |
| D+ | 32.5 | 9.75 | 6.5 | 3.25 |
| D | 25 | 7.5 | 5 | 2.5 |
| D- | 17.5 | 5.25 | 3.5 | 1.75 |
| F | 0 | 0 | 0 | 0 |

 Accommodations/Services

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700 or [disserv@nmu.edu](mailto:disserv@nmu.edu)). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Tentative Course Syllabus:[[1]](#footnote-1)

**Week One:** JAN 11

Course Overview

Class Introduction

**Week Two:** JAN 18

Martin Luther King Jr. Holiday

**Week Three:** JAN 25

**Reading Assignments: Chapter 1**

Compulsory Reading and Discussion

Chapter 1: “Women’s and Gender Studies: Perspectives and Practices,” 1-22

1. Adrienne Rich: “Claiming an Education,” 28

2. Bell Hooks, “Feminist Politics,” 37

Film: Ibsen’s *Doll’s House*

**Week Four:** FEB 1

Compulsory Reading and Discussion

**Reading Assignments:** Chapter 2: “Systems of Privilege and Inequality,” 49-71

1. Hill Collins, “Towards a New Vision,” 72

2. Audre Lorde, “There is no Hierarchy of Oppression,” 85

3. Peggy McIntosh, “White Privilege and Male Privilege,” 86

**Collaborative Presentation:**

Film: *Rosie the Riveter*

Post presentation paper on Educat for a grade by 12:00 noon (each presenter must post individually for a grade)

**Week Five: FEB 8**

Compulsory Reading and Discussion

**Reading Assignments**: Chapter 3: “Learning Gender,” 105-120

1. Fausto-Sterling, “The Five Sexes, Revisited,” 121-125

2. Lorber, “The Social Construction of Gender,” 126-128

3. Evelyn Blackwood, “Trans Identities and Contingent Masculinities: Being Tombois in Everyday Practice,” 150

**Collaborative Presentation:**

Film: TBA

**Professor Defonso’s Lecture**

Post presentation paper on Educat by 12:00 noon for a grade (each presenter must post individually for a grade)

**Week Six: FEB 15**

Compulsory Reading and Discussion

**Reading Assignments**: Chapter 5: “Inscribing Gender on the Body,” 181-204

1. Steinem, “If Men Could Menstruate,” 238-239

2. Grossman, “Beating Anorexia and Gaining Feminism,” 243

3. Fikken and Rothblum, “Is Fat a Feminist Issue,” 211

**Collaborative Presentation:**

Film: *Killing Us Softly*

Post rough draft on Educat for **Midterm Paper Peer-Review Workshop**

Post presentation paper on Educat for a grade (each presenter must post individually for a grade)

**Week Seven: FEB 22**

**Midterm Paper Due**

Film: *Suffragette*

Post **Midterm Paper** on Educat by 12:00 noon on Feb 22

**Week Eight: FEB 22**

**SPRING BREAK**

**Week Nine**: FEB 29

Compulsory Reading and Discussion

**Reading Assignment**: Chapter 4: “Sex, Power, and Intimacy,” 313-333

1. Valenti, “The Cult of Virginity, 334
2. Allen, “Same Like Indians Endure,” 346
3. Cerankowski and Milks, “New Orientations,” 348
4. Springer, “Queering Black Female Heterosexuality,” 356

**Collaborative Presentation:**

Film: TBA

Post presentation paper on Educat by 12:00 noon for a grade

**Week Ten:** MAR 7

Compulsory Reading and Discussion

**Discussion Forum:** Chapter 7: “Family Systems, Family Lives,” 433-451

1. Goldman, “Marriage and Love,” 452
2. Miya-Jervis, “Who wants to marry a Feminist?” 454
3. Harris, “Singled Out,” 464
4. Schwartzapfel, “Lullabies Behind Bars” 466
5. Kahf, “My Grandmother Washes her Feet in the Sink of the Bathroom at Sears,” 468

**Collaborative Presentation:**

Film: bell hooks, *This ain’t no pussy shit <https://www.youtube.com/watch?v=hb5ktcC3UEk>*

Post presentation paper on Educat by 12:00 noon for a grade

**Week Eleven:** MAR 14

Compulsory Reading and Discussion

Reading Assignments: Chapter 10: “Resisting Violence against Women,” 537-564

1. Smith, “Beyond the Politics of Inclusion,” 565
2. Lockwood, “She Said,” 568
3. Chinapen, “Sex Trafficking in the US,” 568
4. Bridges, “Lisa’s Ritual, Age 10,” 577
5. Hobday, et al., “Anti-LBGTQ Violence: Three Essays,” 577

**Collaborative Presentation:**

Film: *bell hooks, Issues of Violence and Reconciliation* [*https://www.youtube.com/watch?v=p-g3aKHYtPg*](https://www.youtube.com/watch?v=p-g3aKHYtPg)

Post presentation paper on Educat by 12:00 noon for a grade

**Week Twelve:** MAR 21

Compulsory Reading and Discussion

Assigned Reading: Chapter 11: “State, Law, and Social Policy,” 582-605

1. Anthony, “Constitutional Argument,” 570
2. Smeal, “The Feminist Factor,” 607
3. Hugmeyer, “Dilinquent Girls,” 624
4. Djajic-Horvath, “First Morning in Exile,” 633

**Collaborative Presentation:**

Film: TBA

Post presentation paper on Educat by 12:00 noon for a grade

Week Thirteen: MAR 29

Compulsory Reading and Discussion

Assigned Reading: Chapter 13: “Activism, Change, and Feminist Futures,” 692-714

Focus on the Introduction to Chapter 13 and the articles listed below to conduct your discussion in the Forum

1. Hurt, “Feminist Men,” 715
2. Hogeland, “Fear and Feminism,” 717
3. Clarren, “Fracking is a Feminist Issue,” 720
4. Petrou, “What Pussy Riots Taught the World,” 723
5. Bailey and Gumbs, “We are the Ones we’ve been waiting for,” 674-676

Collaborative Presentation:

Film: TBA

Post presentation paper on Educat by 12:00 noon for a grade

Week Fourteen: APR 4

**Final Paper Rough Draft Workshop**

Film: TBA

Post rough draft on Educat for workshop by 12:00 noon

Week Fifteen: APR 11

Final Paper Due by 12:00 noon in the Educat Assignment Dropbox

Week Sixteen: Finals Week APR 18

Wrap Up: Course Evaluations

1. Syllabus and Schedule subject to change [↑](#footnote-ref-1)