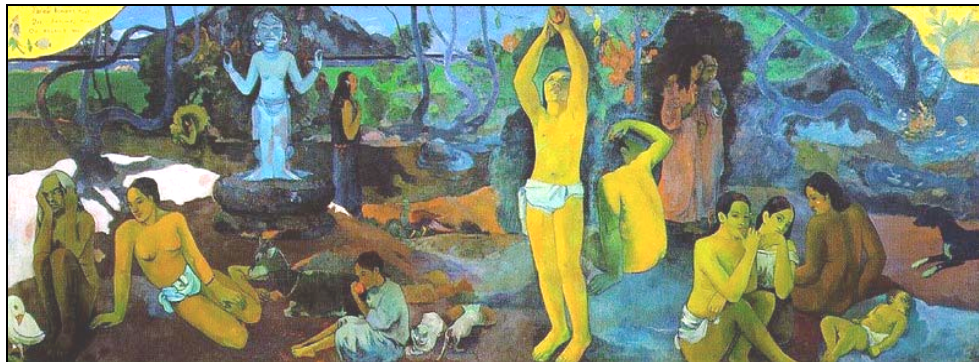




Gender Continuum in Education Course Syllabus

1620 • EDUC 7790 • Sec: OLA

Thursdays • January 5, 2006 – April 20, 2006 • 5:00 PM – 7:45 PM
Health & Natural Sciences Building – Room 140



Gauguin's "Where Do We Come From? What Are We? Where Are We Going?"

Instructors

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Course Texts

- 1) EDUC 7790 Course Pack "Gender Continuum" – Available in Bookstore
- 2) "Sexing the Body" by Anne Fausto-Sterling. Basic Books, 2000.

CATALOGUE DESCRIPTION

The Gender Continuum is a graduate level course taught interactively online with the YES Institute of Miami, Florida, focusing on gender theory and best practices for educators. Interdisciplinary in scope, the course provides essential knowledge about gender that will enhance the teacher's ability to create safer and healthier classrooms. The course contrasts and integrates historical, sociological, psychological, biological, medical, and ethical perspectives on gender. It is relevant for teachers in various fields and educational levels including K-12 and higher education. The course will examine new distinctions redefining gender studies beyond the traditional "male vs. female" archetypes.

COURSE RATIONALE AND PURPOSE

New definitions of gender are at the forefront of policy and pedagogical decisions for educators and administrators. The next paradigm of gender changes in many areas including education, culture, legal, religious, and medical fields. Educators can play a crucial role as informed leaders, as students, parents, and administrators face new decisions and policies are crafted for making school environments safer and more effective.

This course will present a holistic overview of gender including past concepts, current changes, and emerging gender research. Students will gain a framework for understanding and meeting upcoming societal changes and challenges around this topic.

COURSE OBJECTIVES

- Recognize and discuss the link between harassment, school safety, and gender.
- Explain and clarify misconceptions that keep educators silent and unresponsive to safety issues in schools.
- Identify normative everyday occurrences of bodily modifications for the sake of gender enhancement.
- Demonstrate a new model for conceptualizing gender expression that goes beyond either/or binary schematic of feminine/masculine.
- Identify areas where research on intersex individuals will shape policy decisions of gender.
- Recognize transgender as one component of the gender continuum.
- Cite latest research that demonstrates why the traditional nature vs. nurture debate is obsolete, and explain the theory replacing it.
- Appraise environments for equitable and effective policies regarding gender and orientation.



INSTRUCTIONAL METHODS

Objectives will be accomplished using a variety of methods, including; lecture, video clips, PowerPoint slides, role-playing, small group and guided discussions, oral presentations, guest speakers, case studies, projects, and interactive exercises.

COURSE POLICIES AND PROCEDURES

All attendance and academic integrity policies of North Georgia College & State University are applicable to this course.

ACCESS

North Georgia College & State University is committed to equal access to its programs, services, and activities for individuals with disabilities. If you need accommodations, please inform course instructor as well as the Mr. Rodney E. Pennamon, Coordinator of the Office of Student Disability Resources, Barnes Hall, #221 (706-867-2782).

COURSE EVALUATION

Component	Points	Qty	Total
Attendance / Participation	20	--	20
Homework	4	3	12
Project Paper	20	2	40
Project Presentation	4	2	8
Exams	10	2	20

Scale

90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 59- = F

PROJECT PAPERS & PRESENTATIONS

Two project papers are due for this course. A portion of the grade will rate participant’s ability to present material on gender and answer questions from the class and instructors.

COURSE EXAMS

Exams will have a combination of multiple choice, fill in the blank, true or false, and essay questions. Key course concepts will be reviewed before the exam.

Date	Class Topics	Due in Class	Readings Due for Next Class
1/5	Overview, Syllabus Gender Quiz		Register with the education portal http://education.yesinstitute.org
1/12	Gender in History Gender Theories		CP "Digging Up Gender" CP "They Called Her..."
1/19	Femininity A		STB Chapters 1, 6 and 7
1/26	Femininity B	HW #1 - Clippings	CP "New Gender Gap" CP "Boy Turn"
2/2	Masculinity A		CP "Adolescent Masculinity"
2/9	Masculinity B		STB Chapter 8
2/16	Orthogonal Model	HW #2 - Clippings	
2/23	Project #1, Exam #1	Project & Talk #1	CP "When Gender Isn't a Given"
3/2	Intersex A		STB Chapter 2, 3
3/9	Intersex B	HW #3 - Essay	CP "On Campus" STB Chapter 4
3/16	<i>SPRING BREAK</i>	<i>NO CLASS</i>	
3/23	Transgender		CP "ACLU May Sue" CP "Dealing with Legal"
3/30	Orientation		CP "Bite Like a Flea" CP "Viewpoint" CP "Who Says"
4/6	Brain Sex, DST		STB Chapters 5, 9
4/13	Ethics, Law, Exam #2	Extra Credit (opt.)	
4/20	Project #2, Gender Quiz	Project & Talk #2	

CP = CoursePak, STB = Sexing the Body

* Schedule may alter as the semester develops. Updates will be provided if changes occur.

HOMEWORK ASSIGNMENTS

HW 1 **Read Weber's, "Beauty, Desire, and Anxiety..." online at:**

Due 1/26 http://www.genders.org/g41/g41_weber.html

For class discussion: what do you think of her analysis of "reality TV"?

To bring to class: We can readily see images of feminine beauty on television and in movies, how about in the news media and print magazines? Open your daily newspaper or magazines available at the grocery or local bookstore. Clip out and bring to class at least five images of women that portray the most extreme ideals of beauty you can identify. Be prepared to discuss this in class.

HW 2

Due 2/16

To bring to class: We all see examples of men and women performing the expected binary role (men being strong, tough, and independent; women being pretty, sensitive, and nurturing, etc.). Find examples in the media, from historical or contemporary contexts, of those who defy convention (men who are sensitive; women who are strong). Bring to class at least 3 examples of non-traditional men and 3 examples of non-traditional women. Also try to find images of real, everyday people and their contributions to the world and be ready to discuss with the class how you could incorporate these examples in the classroom.

HW 3

Due 3/9

After visiting the ISNA website, < <http://www.isna.org> >, share what you learn with three people, and report both their reaction and your response and any insights you discover. You might discuss with your subjects:

1. If your newborn were intersex, what would your reaction be?
2. How would you feel?
3. Would you confide in your family, or would you keep it a secret?
4. What's the source stigma that parents of these newborns experience?

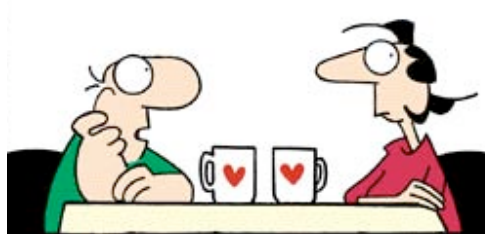
Record their comments in your report (app. 200 words).

Ex. Credit

2 pts.

Due 4/13

Research the ratio of men to women in 3 different professions of your choosing as well as differences in pay. Resources may include DOL website, university library, internet articles, or public records. Record your findings and your reaction to them. Two typed pages minimum submitted.



"I tried to get in touch with my feminine side, but she signed up with the Do-Not-Call Registry."

PROJECT PAPER #1 | SAME SEX CLASSROOMS

The concept of same sex classrooms is now a topical discussion in the media and within education circles. Research studies and experts abound on all sides of the issue, often presenting conflicting findings. After listening to classroom discussion, conducting your own literature review, and polling your community's attitudes and beliefs, write a paper describing your conclusions about this topic and what recommendations you would suggest to your school district.

Structure: The paper should be at least 6 typed pages long, double-spaced, 10-point Arial or Times New Roman font, with 1-inch margins. Include a cover page with your name and paper title. A minimum of 4 references should be cited from scholarly journals, research articles, or current periodicals, APA-style.

Content: The paper should contain the following sections.

1. Introduction.
2. Literature review of leading research on same-sex classrooms.
3. Survey* design of community attitudes and beliefs, and survey findings.
4. Analysis and conclusions.
5. Recommendations for your school district.
6. Personal observations and insights gained from doing this project.

Survey: *Conduct a poll within your community about the attitudes and beliefs surrounding this topic. You are free to design your own survey questions, the number of questions, the target population, the number of people to be polled, and the sampling method you feel is most appropriate. However, some kind of basic sampling must be conducted. Compare the results of your attitudes survey contrasted with the educational research you uncover.

Presentation: Prepare to conduct a basic talk for the class sharing your research review, survey findings, and conclusions on the day it is due.

Additional details and examples will be discussed in class.

Project paper and research: 20 pts.

Classroom presentation: 4 pts.



PROJECT PAPER #2 | GENDER CURRICULUM INFUSION

By the end of the semester, this course will cover many concepts, theories, ideas, and new ways of considering gender and the powerful and pervasive way it affects our thinking and influences our educational system. This paper and project will provide you with the opportunity to synthesize the material and consider how this knowledge can be utilized to create safer, more equitable classrooms for your students.

Structure: The paper should be at least 6 typed pages long, double-spaced, 10-point Arial or Times New Roman font, with 1-inch margins. Include a cover page with your name and paper title. A minimum of 4 references should be cited from scholarly journals, research articles, or current periodicals, APA-style.

Content: The paper should contain the following sections.

1. Introduction.
2. Summary of five key points and concepts you will take away from this class.
3. Sample 5-day curriculum design*
4. Recommendations for administrators on school policies.
5. Personal observations and insights gained from doing this project.

Curriculum design: *Map out a five-day school week curriculum. You can use the subject or discipline and grade level you currently teach or have taught in the past. For each day, detail an example of how you will relate one individual key point or concept from this course in an age-appropriate way to your students.

Get creative! Examples of curriculum infusion can include, and are not limited to: school events, collaboration with community agencies, classroom exercises, guest speakers, and student leadership opportunities, etc. Discuss how each activity is implemented, who implements them, and how each of these activities relates back to your goal of gender equity for your classroom and school.

Project paper and example curriculum = 20 pts.

Classroom presentation = 4 pts.

