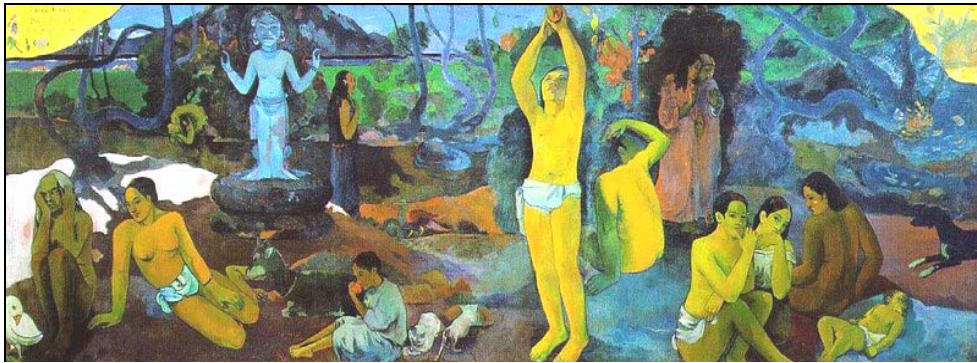




The Gender Continuum

REVISED Course Syllabus

EDUC 7790 • CRN 749 • Sec: OLA
Tuesday / Thursday • **June 6 – July 21, 2005** • 11:30 AM - 2:45 PM
Summer Full Term



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

Instructors

Martha Fugate, Director, YES Institute
Office: 305-663-7195 • Fax: 305-663-7197 • martha@yesinstitute.org

Joseph Zolobczuk, Education Coordinator, YES Institute
joseph@yesinstitute.org



Course Text

EDUC 7790 Course Pack – Available in Bookstore

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	100 = 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

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	Content	Readings Due for the Next Class	Homework
6/7	Welcome & Intro Overview, Syllabus	"Digging Up Gender..." by Dobres "They Called Her..." by Feinberg	
6/9	Gender in History Gender Theories	Online Reading: http://www.genders.org/g41/g41_weber.html	
6/14	Femininity	"New Gender Gap..." by Conlin	HW1 Due Bring in ad clips from media
6/16	Femininity and Masculinity	"Boy Turn..." by Weaver-Hightower "Adolescent Masc..." by Kimmel	
6/21	Masculinity	"Woman Commander..." by Haskell and an online reading: http://tinyurl.com/uqm5	
6/23	Binary vs. Orthogonal Model		HW2 Due Bring in Orthog. Examples
6/28	Paper Due, Presentations EXAM #1	"When Gender Isn't..." by Navarro	Paper #1 Due
6/30	Intersex	"On Campus..." by Bernstein	
7/5	NO CLASS - Holiday		
7/9	Transgender	"ACLU May Sue..." by Weeks "Dealing with Legal..." by NSBA	HW3 Intersex
7/12	Orientation	"Bite Like a Flea..." by Fry "Viewpoint..." by Rivers & Barnett "Who Says..." by Ripley	
7/14	Ethics and Legal Issues	"Systems..." by Fausto-Sterling	
7/19	Brain Sex and DST		
7/21	Paper Due, Presentations EXAM #2		Paper #2 Due Ex. Credit Due

HOMEWORK ASSIGNMENTS

HW 1 After reading Weber's, "Beauty, Desire, and Anxiety..." online at:
6/14 Due http://www.genders.org/g41/g41_weber.html

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.

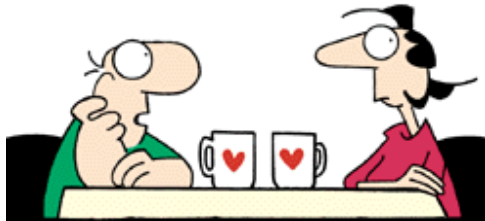
HW 2 We all see examples of men and women performing the expected binary role (men being strong, tough, and independent; women being pretty, sensitive, and nurturing, etc.). Find examples in the media, from historical or contemporary contexts, of those who defy convention (men who are sensitive; women who are strong). Record at least 5 examples (you can also cut out and bring to class) of real people and their contributions to the world and be ready to discuss with the class how you could incorporate these examples in the classroom. Cite your sources.

HW 3 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?

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

EXTRA CREDIT
5 Pts. 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. Be prepared to discuss them in class.



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

PROJECT PAPER #1 - GENDER IN GEORGIA

Paper should be minimum 3-4 pages. Record subject responses on pages 1-2, and your reaction to findings and the questions below on pages 2-4, respectively. You may partner with 1 buddy for this project. Be prepared to give a brief talk and answer questions from your fellow students. Project paper = 20 pts. Classroom presentation = 4 pts.

You will select what your area of research will be. It must focus on gender and may target one of the following example areas:

- Gender Expectations in Parenting
- Equity in Education
- Limitations and Privilege
- Power Relations in Gender
- Choose your own

Guidelines: Identify and interview approximately 6 people. Create a list of questions (minimum five) that investigate attitudes and ideas about gender with your interview subjects. Record what the interviewees say, and collect basic statistical information such as age, sex, and occupation. Let them know this is an anonymous survey for your class.

Compare and contrast the attitudes and perceptions of your subjects with what we are learning in class. Answer the following in your analysis:

1. What did you discover in your findings, were you surprised?
2. Do binary categories show up in the findings? If so, how?
3. What hypothesis could one make about gender based on the results you uncovered?
4. What observations or insights can be taken from your project?

We will go over this in class.



PROJECT PAPER #2 – GENDER LEADERSHIP NOBEL PRIZE

The committee that bestows the “Nobel Peace Award for Leadership in Gender Equity” is on the lookout... They are searching for a model representing a gold standard for gender equity on which other education institutions could be judged.



They are searching for the most welcoming, inclusive, safe, and effective learning environment. This ideally would be a place where students feel safe and free to fully express themselves.

You work or attend a school that you think has a good chance of winning the award. In a 3-4 page paper, apply to the committee. Describe what sets your school apart from the rest. Use your imagination, vision, and creativity to craft your paper. Look at your own experiences growing up in school – what could have been different for you? Your classmates? What have you learned in this class you would like to see in schools?

Examples of model initiatives can include, and are not limited to: school policies, events, collaboration with community agencies, curriculum infusion, school policies, teacher training, student leadership opportunities, etc. Discuss how each activity is implemented, who implements them, and how each of these activities relates back to your school policy of holistic gender equity. Project paper = 20 pts. Classroom presentation = 4 pts.

BONUS! Your instructors will award a “Nobel Prize” to the student(s) that writes the most creative and well-researched paper. The winning paper will be submitted to the School of Education at North Georgia College & State University as a model template developed by a Georgia graduate student.

