INSTRUCTOR
Jen Krafchick, Ph.D.
Phone: (970) 491-2171
E-mail: jen.krafchick@colostate.edu (this is best way to communicate with me or to set appointments)
Office hours: Tuesdays 9:30-10:30 am, before or after class by appt, or other times by appt.
Office locations: 422 Behavioral Sciences Building *AND* Honors 108

COURSE DESCRIPTION
From our family lives and relationships to the way we view people in positions of power, gender shapes our experiences and relationships every day. In this class students will explore the many dimensions of life that are influenced by gender. Using a feminist theoretical lens, students will learn about historical and contemporary social movements that have influenced the evolution of gender roles, psychological theories of gender identity development, family and intimate relationships, and representation of gender in the media. Students will bring a cross cultural perspective and examine gender related issues in countries around the globe. We will discover the ways that gender influences politics, relationships, and careers through an examination of stereotypes, double standards, and socialization.

COURSE LEARNING OBJECTIVES
After completing this course, a successful student will be able to:
• Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and defending one’s positions in writing, in-class discussions, and oral presentations.
• Participate in class discussions while respecting the views of others.
• Relate gender to the AUCC categories in Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Global & Cultural Awareness.
• Have a greater appreciation of diversity, inclusion, and cultural awareness in the seminar topic.
• Understanding of the ways that gender affects the lives of individuals, families, communities, and institutions.
• Learn to critically analyze societal messages and develop practical skills for managing these messages.
• Understand and critically analyze the intersections of oppressions, including racism, classism, ableism, and homophobia.

REQUIRED TEXTS:

Please note: Additional Readings are posted on Canvas.

CANVAS PLATFORM
Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas. You can access the Canvas site for this course by logging in at http://info.canvas.colostate.edu/login.aspx.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 22/24</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
</table>
| **Gendered Lives** | Class Introductions & Overview  
Ch. 1. THE STUDY OF COMMUNICATION, GENDER, AND CULTURE (W)  
Baby X (Canvas)  
In Their Words: How Children Are Affected by Gender Issues – Nat Geo (Canvas) | DUE Thurs: Readings & Reading Response for week 1 readings due |

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<thead>
<tr>
<th>Week 2</th>
<th>Jan 29/31</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</thead>
</table>
| **The Social Constructions of Gender** | Socio-cultural Constructions of Gender  
Ch. 5 The Social Constructions of Gender Relations (Canvas)  
Intersectionality Primer (Canvas)  
Are Women and Men More Similar than Different? (Canvas) | DUE Tues: Readings & Reading Response  
DUE Thurs: **Gendered History Paper** |

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<thead>
<tr>
<th>Week 3</th>
<th>Feb 5/7</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</thead>
</table>
| **History of Gendered Social Movements** | History of Gendered Social Movements  
Ch. 3. WOMEN’S MOVEMENTS IN THE UNITED STATES (W)  
Ch. 4. MEN’S MOVEMENTS IN THE UNITED STATES (W) | DUE Tues: Readings & Reading Response |

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<thead>
<tr>
<th>Week 4</th>
<th>Feb 12/14</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
</table>
| **Gendered Communication** | Gendered Communication  
Ch. 5. GENDERED VERBAL COMMUNICATION (W)  
Ch. 6. GENDERED NONVERBAL COMMUNICATION (W)  
You Just Don’t Understand (Canvas) | DUE Tues: Readings & Reading Response  
DUE Thurs: **PICC** |

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<thead>
<tr>
<th>Week 5</th>
<th>Feb 19/21</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
</table>
| **Gender Development** | Gender Development  
Ch. 2. THEORETICAL APPROACHES TO GENDER DEVELOPMENT (W)  
Ch. 7. BECOMING GENDERED: THE EARLY YEARS (W)  
Ch. 1 & 2: Guyland (Canvas) | DUE Tues: Readings & Reading Response  
Thurs: In the **Pocket Style Guide**, review your disciple’s style |

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<tr>
<th>Week 6</th>
<th>Feb 26/28</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
</table>
| **Gender in Education** | Gender in Education  
Ch. 8. GENDERED EDUCATION: COMMUNICATION IN SCHOOLS (W)  
Ch. 5 Education (Canvas)  
Ch. 2 Sexism in the Genderless Classroom (Canvas) | DUE Tues: Readings  
DUE Thurs: **Global Gender Issues Analysis Paper** |

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<thead>
<tr>
<th>Week 7</th>
<th>Mar 5/7</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
</tr>
</thead>
</table>
| **Gender in the Media** | Gender in the Media  
Ch. 11. GENDERED MEDIA (W)  
The Gendered Media (Canvas)  
Feminist film theory and the Post-Feminist Era Disney’s Mulan (Canvas)  
Public Speaking *Speakers Handbook: Persuasive Speeches* | DUE Tues: Readings & Reading Response  
DUE Thurs: Readings on Public Speaking |

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<thead>
<tr>
<th>Week 8</th>
<th>Mar 12/14</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</thead>
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| **Gender in Relationships** | Gender in Relationships  
Ch. 9. GENDERED CLOSE RELATIONSHIPS (W)  
The Gender of Sexuality (Canvas) | DUE Tues: Readings & Reading Response |

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<tr>
<th>SPRING BREAK - Week of March 18</th>
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<tr>
<th>Week 9</th>
<th>Mar 26/28</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</thead>
</table>
| **Gender in Families** | Gender in Families  
Changing Gender Norms (Haddock, Zimmerman, & Lyness) (Canvas)  
Doing It Fairly, A Study of Postgender Marriages (Canvas) | DUE Tues: Readings & Reading Response  
DUE Thurs: **Gendered Media Analysis Paper** |

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<thead>
<tr>
<th>Week 10</th>
<th>April 2/4</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</thead>
</table>
| **Gendered Violence** | Gendered Violence  
Ch. 12. GENDERED POWER AND VIOLENCE (W)  
The Contribution of Sex Role Socialization to Acquaintance Rape (Canvas)  
Recovering from Rape (for significant others) (Canvas) | DUE Tues: Readings & Reading Response |

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<tr>
<th>Week 11</th>
<th>April 9/11</th>
<th><strong>Topic &amp; Readings</strong></th>
<th><strong>Due</strong></th>
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</table>
| **Gender in the Workplace** | Gender in the Workplace  
Ch. 10. GENDERED ORGANIZATIONAL COMMUNICATION (W)  
The Glass Escalator: Hidden Advantages for Men … (Canvas)  
Sexual Harassment, Awareness and Prevention CSU Brochure (Canvas) | DUE Tues: Readings & Reading Response  
DUE Thurs: **Full Sentence Outline for speeches** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
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| Week 12 | April 16/18 | Gender and Leadership  
We call ourselves the Badasses': Meet the New Women of Congress (canvas)  
Redefining Representation: The Women of the 116th Congress (canvas)  
Please note – because this will be a highly active political year, additional readings will be posted as the semester progresses (Canvas) | DUE Tues: Readings & Reading Response |
| Week 13 | April 23/25 | In class Peer Review Research Paper  
Formal Speeches (peer evaluation) | DUE Thurs: Rough draft/ Peer Review |
| Week 14 | Apr 30/ May 2 | Formal Speeches (peer evaluation) | DUE Thurs: Final Copy Research Paper |
| Week 15 | May 7/9 | Formal Speeches (peer evaluation)  
Course evaluations & wrap up | DUE: Peer Eval of Speeches |
| Week 16 | FINALS WEEK | Final Critical Analysis and Research Writing Projects  
Optional Office Hours – Wed May 15 from 6:20-8:20 | |

ASSIGNMENTS

Participation

**Class Participation (28 pts)**

Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is evaluated both through attendance and engagement in the class discussions. *This assignment addresses the University Honors Program competencies of professionalism, interpersonal skills, & emotional intelligence; interdisciplinary learning with global &/or cultural viewpoints; critical thinking; and creativity and problem solving.*

**Honors competencies self-assessment [PICC] (10 pts)**

Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit. *This assignment is your self-assessment of the University Honors Program competencies of professionalism, interpersonal skills, & emotional intelligence; interdisciplinary learning with global &/or cultural viewpoints; critical thinking; and creativity and problem solving.*

**Discussion Leadership (22 points)**

Students are divided into pairs to lead discussions in class each week. Each pair is responsible for facilitating one discussion session based on the assigned readings for that week. Weekly discussions will be facilitated by teams of two students on each Tuesday beginning week 3 and ending with week 13. Teams and topics/dates will be assigned during the first weeks of class. We will also dedicate class time to prepare you to facilitate/lead class discussions. Each team will be responsible for completing all readings with enough time to meet with their teammate and generate 12-15 discussion questions. The questions need to stimulate thought provoking and engaging dialogue about the content read by the class. You may also design interactive activities to demonstrate concepts from readings, show short video clips, etc. Feel free to be creative, but always run ideas by me first. Class discussions should last approximately 60 minutes. Resources for leading group discussions are available on Canvas. One copy of the discussion questions must be submitted by email by Friday before you lead the discussion. *This assignment addresses the University Honors Program competencies of professionalism, interpersonal skills, & emotional intelligence; interdisciplinary learning with global &/or cultural viewpoints; critical thinking; and creativity and problem solving.*
competencies of professionalism, interpersonal skills, & emotional intelligence; interdisciplinary learning with global &/or cultural viewpoints; critical thinking; and creativity and problem solving.

Oral Presentation

Extemporaneous Persuasive Speech (100 points)
Building on some aspect of their gender argument paper, students are required to conduct a formal, extemporaneous, and persuasive speech during the last two weeks (excluding finals) of the semester. This should not summarize your paper but expand on a certain theme or facet of what was covered in the research topic you selected. Students give an extemporaneous persuasive speech 7-8 minutes in length. The purpose of the speech is to inform, not persuade. Speeches must flow logically and be data-driven. A full sentence outline with complete bibliography is required. In addition, Peer Evaluations will also be completed. Each student is evaluated by other students. Students will complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade. This assignment addresses the University Honors Program competencies of professionalism, interpersonal skills, & emotional intelligence; and critical thinking.

Writing Assignments

Reading Response (10 weeks x 5 pts = 50 pts)
In addition to regular participation in class discussions, students are expected to complete all assigned readings before class on Mondays. Each week students will prepare a one-page summary based on the content and materials. Students will summarize their overall reactions and responses to the readings in a log/journal that will be submitted at the conclusion of the semester. This assignment addresses the University Honors Program competencies of professionalism, interdisciplinary learning integrated with global &/or cultural viewpoints and critical thinking.

Gendered History (50 points)
You will write a 4-5-page paper addressing your awareness of gender and how your gender has affected your life. This may reflect what was going on with the social movements taking place at different stages of your life, gender identity development and how that relates to your personal experiences or beliefs, or your evolving awareness of gender as a child. Specific details of this assignment will be discussed in class. This assignment addresses the University Honors Program competencies of critical thinking, interdisciplinary learning integrated with global &/or cultural viewpoints, and creativity & problem solving.

Media Content Analysis Paper (50 points)
You will write a 4-5-page analysis of a current gender related issue from the media. You will select contemporary material from a popular television show, movie, or news story and analyze the gender roles, representation, stereotypes, double standards, and societal reactions to the issue. Students will utilize at least 4 scholarly sources to support the position of the analysis. This assignment addresses the University Honors Program competencies of critical thinking, interdisciplinary learning integrated with global &/or cultural viewpoints, and creativity & problem solving.

Global Gender Issues Analysis Paper (75 points)
This assignment requires that you select a gender issue that affects individuals somewhere on the globe. You will review relevant literature (at least 8 scholarly sources) and write a 5-6-page paper analysis of the topic. Specific details of this assignment will be discussed in class. This assignment addresses the University Honors Program competencies of critical thinking, interdisciplinary learning integrated with global &/or cultural viewpoints, and creativity & problem solving.

Gender Argument Paper (100 points)
For this assignment you will select a gender related issue, conduct an extensive review of the literature, establish a position on that issue, and write an 8-9-page paper presenting your argument. Specific details of this assignment will be
discussed in class. This assignment addresses the University Honors Program competencies of critical thinking, interdisciplinary learning integrated with global &/or cultural viewpoints, and creativity & problem solving.

EVALUATION SYSTEM

GRADING

<table>
<thead>
<tr>
<th>Reading Response</th>
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<tr>
<td>Weekly reading log (10 x 5 pts)</td>
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<tr>
<th>Writing Project</th>
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<tbody>
<tr>
<td>Gendered History (4-5 pgs)</td>
<td>50</td>
</tr>
<tr>
<td>Media Content Analysis (4-5 pgs)</td>
<td>50</td>
</tr>
<tr>
<td>Global Gender Issues (5-6 pgs)</td>
<td>75</td>
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<tr>
<th>Persuasive Speech</th>
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<tbody>
<tr>
<td>Extemporaneous Speech (7-8 min)</td>
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<tr>
<th>Analytical Research Writing Project</th>
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<tbody>
<tr>
<td>Gender Argument Paper (8-9 pages)</td>
<td>100</td>
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<tr>
<th>Participation</th>
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<tr>
<td>Class Participation (7 x 4 pts)</td>
<td>28</td>
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<tr>
<td>HONR PICC</td>
<td>10</td>
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<tr>
<td>Discussion Leadership</td>
<td>22</td>
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| Total | 485 |

Grade distribution (plus/minus grades may be used):

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- <60% F

Incomplete

The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy

All assignments are due in class on the date due. You must turn in a hard copy to me in class. Late assignments are not accepted unless there are genuine extenuating circumstances or other situations where arrangements have been made in advance. Emailed assignments are not accepted unless prior arrangements have been made.

Resources

The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources
available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

**Absence Policy**
If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates or communicate through Canvas.

**Accommodations for disabilities**
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

**Academic and Professional Honesty Policy**
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

**Reporting student disclosures of interpersonal violence**
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425
Inclusivity Policy
In this class, we understand that our members represent a rich variety of backgrounds and perspectives. The teaching staff for this course is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
   o share their unique experiences, values and beliefs
   o be open to the views of others
   o honor the uniqueness of their classmates
   o appreciate the opportunity that we have to learn from each other
   o value each other’s opinions and communicate in a respectful manner

Competencies for Honors Students Exercise (“PICC” feedback)
The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.
### Instructions for completing the student self-evaluation using online PICC form:

1. Click this [link](#), or go to [honors.colostate.edu/picc](https://honors.colostate.edu/picc) in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button. All done!

If you have any questions or technical problems, email Honors Tech Support at [honorstechsupport@colostate.edu](mailto:honorstechsupport@colostate.edu)

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<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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| **1. Professionalism, interpersonal skills, & emotional intelligence:** Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | o  Discussion Leadership  
  o  Class Participation  
  o  Media Content Analysis  
  o  Speech  
  o  PICC |
| **2. Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | o  Discussion Leadership  
  o  Class Participation  
  o  Gendered History Paper  
  o  Global Gender Paper  
  o  Reading Response  
  o  Gender Argument Paper  
  o  Media Content Analysis  
  o  Speech  
  o  PICC |
| **3. Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | o  Discussion Leadership  
  o  Class Participation  
  o  Reading Response  
  o  Gendered History Paper  
  o  Gender Argument Paper  
  o  Media Content Analysis  
  o  Speech  
  o  PICC |
| **4. Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | o  Discussion Leadership  
  o  Class Participation  
  o  Media Content Analysis  
  o  Gendered History Paper  
  o  Gender Argument Paper  
  o  PICC |