Syllabus

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Gender and Sexuality in Everyday Life
Credits: # 3
Format: online
Prerequisites: none
Professor: Barb Gurr

Email: Please email me at Barbara.gurr@uconn.edu; I will respond within 48 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:

Full Frontal Feminism, 1st Edition by Jessica Valenti
Seal Press
ISBN: 1580052010

Gendered Bodies: Feminist Perspectives, 2nd Edition by Judith Lorber and Lisa Jean Moore
Oxford University Press
ISBN: 0199732450

Additional course readings and media are available within HuskyCT through either an Internet link (internet links will all be posted in your module description, see below), under Library Resources, or under “Additional readings”.

Course Description

This course is designed to introduce you to the key concepts of gender and sexuality studies. We will examine how gender and sexuality shape our everyday experiences and are shaped by our everyday experiences. We will also examine how gender and sexuality organize the institutions we engage on a regular basis, from schools to the workplace and beyond.

This course is taught from an intersectional perspective, which means that while gender and sexuality are centralized in our
considerations, we always keep in mind that other social and political identities such as class and race influence how our gender and sexuality are experienced.

This course meets the requirements for CA 2 and CA 4; see geoc.uconn.edu for an explanation of these areas.

### Course Objectives

At the completion of this course, you will be able to:

1. Define key terms such as gender, patriarchy, socialization, and hegemony and use these terms effectively in both online discussion and writing.
2. Demonstrate understanding of the multiplicity of genders and their social locations in our everyday lives; their constructed locations in the body; and (some of) their social, political, and economic implications.
3. Identify at least three different ways (methods) by which gender is learned; three different ways gender is taught; and three different ways gender is performed.
4. Differentiate between sex, gender, and sexuality, as well as be able to describe the linkages between these three concepts.
5. Trace (some of) the social and political constructions of gender and sexuality to our everyday life experiences.

### Course Outline and Calendar

See Huskyct for description of modules and module assignments. You will find these under “Course Overview and Syllabus” in a document titled “Modules”.

See Huskyct for the assignment calendar, which shows due dates for all assignments. You will find this under “Course Overview and Syllabus” in a document titled “Calendar”.

Pretty easy so far, huh?

### Course Requirements and Grading

**Summary of Course Grading:**

Complete details for each of these is available in the *Assignments* folder on the HuskyCT course menu as well as the *Objectives & Activities* section of each course module (find under Learning Modules on the course menu).

*All readings not in your assigned books are available online via the link indicated or as a pdf on Huskyct located in either “Library Resources” or “Additional Readings”.*

**COURSE COMPONENTS**

**Modules:**

This course is divided into 10 modules, followed by your Final Response Paper and Vocabulary Final (see below for details on these two assignments). Each module is roughly the equivalent of one week in
a semester. You will find the objectives, activities, and assignments for each module in the document titled “Modules” located under “Course Overview and Syllabus”. Modules must be completed on time as we move through the course to keep us together and on track.

Assignments:
Your Vocabulary Final and your Final Analysis paper must be dropped in the Huskyct drop box for that assignment by the due date/time.

Otherwise:

- Discussion Questions are posted under the correct module in the discussion section of huskyct
- Your Show and Tell is posted under the correct thread in the discussion section of huskyct
- Content Quizzes are accessed through huskyct; these are automatically graded and entered into the gradebook

Discussion Questions: 40 points

Please read this section carefully! It is not complicated, but you need to understand it in order to earn full credit.

This is a multi-part assignment; you must post and moderate 1 discussion question to earn 8 points; you must respond to 2 discussion questions every module in order to earn the rest.

Posting Discussion Questions (10 points):
Each of you is responsible for providing the class with ONE discussion question, which you will post in the Huskyct discussion question section. PLEASE TITLE YOUR DISCUSSION QUESTION “Discussion question from (your name)” so that it is easy for everyone to find.

Your discussion question is worth 10 points. It MUST be posted in the Discussion Question section BY 5:00 THE DAY IT IS DUE. If it is not up by 5 pm, don’t bother, it’s late and will not be accepted. Please refer to the calendar for due dates. Again, if it is not posted by 5:00 pm, you will not receive credit for it. This means that for the module in which you have chosen to submit a discussion question, you must be prepared early; the modules are 72 hours long (3 days), but your discussion question must be up early so everyone has a chance to respond. If it is not, you will lose 10 points from your final grade.

PLEASE NOTE: If you do not post your DQ by 5 pm on the day it is due, forget about it and move on; you will lose 10 points and these points are NOT recoverable; you cannot make them up elsewhere.

You are responsible for moderating discussion on the question you post; this means you must be a very active participant on the discussion board during that module, in order to respond to other students’ questions and comments. Your discussion question as well as your responses to other students’ discussion questions should directly link to that module’s assignments and objectives, but can certainly always bring in “everyday life”. You do not have to respond to every single post about your discussion question, but you should be an active presence in that discussion thread, which means we should see more than 1 or two additional comments from you.
Signing up for Discussion Question dates:
You will be asked to sign up for your discussion question date at the end of module one. You sign up ON THE DISCUSSION BOARD; you will see a thread titled “Sign up for DQs here”. If a module already has four discussion questions, it is closed and you cannot sign up for that module; pick another. This means you have to READ what others have posted so you know what Modules are full. If you do not sign up for your DQ by noon on the day and time indicated in the syllabus, YOU WILL LOSE FIVE POINTS and you must email me before the end of Module 2 to let me know so we can find you a date to submit a discussion question which will earn you 5 rather than the original 10 points. If you do not email me by the end of Module 2 to make arrangements, you will lose the opportunity to post a discussion question and you will lose the entire 10 points.

Sign up by noon the day before Module 1 closes = you’re all set to post your DQ on the day you’ve chosen for full credit.

Miss the sign-up cut-off but email me before the end of Module 2 = you can still earn 5 out of 10 points for your DQ.

Neglect to sign up AND neglect to email me before the end of Module 2 = you lose 10 points.

I will NOT remind you when your discussion question is due, so be sure to write it down. I will, however, post a document on Huskyct listing who has signed up for which module. I will post this as soon as possible after module one closes.

Responding to Discussion Questions (30 points total):
In addition to providing the class with one discussion question, you will be expected to respond to your colleagues’ questions on the discussion board by the closing day/time of that module. You are required to respond to at least TWO discussion questions each module, but there is only one question in Module 1. This is a total of 19 questions you must respond to; each response is worth 1 point. You can also respond to colleagues’ comments. Your response should be thoughtful and reflect your engagement with that module’s assignments. It should be at least 75 words long, although I am more concerned with quality than quantity.

19 questions x 1 point each = 19 points; the other 11 points are for quality and active participation. A good way to earn these 11 points is to make sure your responses are thoughtful, respectful, and engages the material. Another good way is to participate by responding not only to Discussion Questions but also to your classmates’ comments. A third way would be to respond to more than two Discussion Questions.

You will lose 1 point each time you do not respond to a DQ; remember, you are required to respond to TWO DQs every module; each of these is worth 1 point on your final grade. If you only respond to one, you only get 1 point; if you respond to both, you get 2 points.

There are 10 modules with discussion questions; this means there will be more than 2 DQs posted for each module after Module 1; you are only required to respond to 2, although you can choose to respond to more.

Content Quizzes: 20 points
Every module contains a Content Quiz that will measure your mastery of that module’s content. These quizzes will allow you to measure your progress towards course goals as well as identify content and concepts you may need to revisit. The content covered in these quizzes will help you as you complete your other course assignments and assessments.
1. You can take the quiz as many times as you want to before the module closes.
2. Content quizzes are pass fail.
3. In order to pass, students must get 80% or more of the questions right in any one attempt.
4. There are 10 modules; there are 10 content quizzes.
5. Each “pass” is worth 2 points; each fail is 0. There is no partial credit.

Show and Tell: 10 points
For this assignment, you are asked to post a link to anything – a blog, a website, a news article, a picture, a video, a song, etc. – anything – that relates to our readings. You must include a 1-2 paragraph description explaining:

1. What this is (“This is a blog that analyzes media for gender bias…”)
2. How it relates to class, with specific citation of at least one reading. This citation should include author and page number, but does not need to include a full bibliographic reference or even the year. (“This video reminds me of Lorber and Moore’s argument that “blah, blah, blah what they say” (Lorber and Moore, 14)
3. What you think of it (“I think this is a really clear example of…I really love this because…I really hate this because…”)

You must then visit at least one of your classmate’s “shows” and respond to their post about it (“Mike, I’ve never seen this music video before, but now that you point out blah, blah, I totally agree with blah, blah”)

Your own show and tell (what you post and how you describe it) is worth 6 points; your response to someone else’s is worth 4 points.

Your show and tell MUST be something we can get to and something that does not take more than 10 minutes of our time (no dead links, no full movies on Netflix, no full TV episodes, nothing requiring paid access to Netflix, hulu, etc…)

Your show and tell must be submitted by the end of Module 6; your response must be posted by the end of Module 9.

Final Vocabulary Test: 10 points
You will be given a list of words in the first module. Throughout the course, we will be using these words, and your understanding of them will evolve. In the final vocabulary test, you will be asked to explain (NOT the same as define) each word, and explain how your understanding of several vocabulary words changed. You will be expected to cite sources in this assignment, so keep track! You will find the vocabulary sheet on Huskyct. I suggest you fill it out as you move through the course, then you can simply turn it in at the end. Voila! MAKE SURE YOUR FULL NAME IS ON IT WHEN YOU TURN IT IN!!

Drop it in the Huskyct dropbox.

Final Analysis Paper: 20 points
Your Final Analysis Paper is similar to a take-home exam. This is your opportunity to demonstrate your mastery of the course objectives, using only the resources from class (readings, films, etc). You will use objective #1 throughout your paper. You may choose any 2 of the remaining 4 objectives to discuss in your paper.
You must refer specifically to class readings (AT LEAST FOUR), discussions, class films (AT LEAST TWO), exercises, etc. and these MUST BE CITED CORRECTLY. You do NOT need a works cited or bibliography page; I’ve read all these and I know what they are. Cite correctly in text (Lorber and Moore YEAR, page number) will be fine; please note: for this, unlike your show-n-tell, please include year in your in-text citation.

Your final analysis paper will be between 3 and 5 pages long.

This is a chance for you to synthesize the journey you’ve undertaken with this class; what did you learn? What assumptions, if any, were challenged? What worked well, didn’t work well? etc… Please include a personal reflection on your experiences as a learner in this class. Feel free to be (respectfully) honest as you think about your own journey. 3 to 5 pages, Times New Roman font, double spaced. MAKE SURE YOUR FULL NAME IS ON IT!!!

The purpose of this paper is to offer you the opportunity to SHOW OFF what you’ve learned -- enjoy the intellectual stimulation!

Drop it in the husykct dropbox.

Do NOT email me your work. Just. Don’t. It will get lost in the chaos and you will not get credit.

Grading Scale:

Because I grade in points (rather than percentages), it is very easy for you to keep track of your grade. I will enter grades as quickly as possible, and they will reflect how many points you earned. For instance, an assignment worth 10 points might be marked: 8. This is not the same as 80%; it means you lost 2 points off the 100 points with which you started the class, and you retained 8 points. Your grade might then be a 98%, or 98 points out of 100 points. You can simply go through your grades and add up all the points listed to see where you stand; please understand that not all grades get entered in a timely manner (for example, I cannot enter a grade for your DQ responses until after the class ends).

Final Point Score

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Due Dates and Late Policy

All course due dates are identified in the Calendar section of HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

In order to receive credit for your course work, you must turn assignments in by their specified due date/time.

PLEASE NOTE:
Late work is not accepted, EVER. If you miss an assignment, it is over, done, let it go. Do NOT email me your work, (all assignments should be deposited in the Huskyct assignment folder), or your reasons for missing an assignment. You are an adult – I trust that you will take your education seriously, but I also understand that life happens…you don’t need to justify anything to me, just get your work in on time and understand that your grade will be affected if you don’t. The module closes when it closes; if your assignment is not in, you lose all credit. If you are having trouble getting an assignment submitted, it is your responsibility to contact me AT LEAST 24 HOURS IN ADVANCE of the due date/time.

There is no extra credit.

Feedback and Grades
I will make every effort to provide feedback and grades within 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT. If you have a concern, please feel free to email me at Barbara.gurr@uconn.edu. Do not email me to complain about an assignment or to explain why you couldn’t get it in on time, but if you feel strongly that you should have gotten full credit rather than partial credit, or you don’t understand an assignment, then by all means, let’s talk.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut’s Student Code Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:
- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)
Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.