

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

GRST 201 – Introduction to Gender Studies

CIP Code: [05.0207](#)

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
FALL 2019**

- A. **TITLE:** Introduction to Gender Studies
- B. **COURSE NUMBER:** GRST 201
- C. **CREDIT HOURS:**
 3 Credit Hours
 3 Lecture Hours: 3 per week

 Course Length: 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall
- G. **COURSE DESCRIPTION:** This course provides a broad introduction to the field of Gender Studies. From an interdisciplinary approach, this course explores past and present theories and issues about gender including, but not exclusive to, class, race, social justice, emancipation, economics, and education. Students are introduced to feminist ideology and methodology, as well as the causes and effects of gender inequality.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): ENGL 101 or ENGL 102; 30 credit hours earned; or permission of the instructor.
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Explain the history and development of the Women's and Gender Studies curriculum.			1. Communication (W)
b. Define the various theories presented in the field of Gender Studies, including feminist ideology and social construction of gender.			5. Industry, Professional, Discipline Specific Knowledge and Skills
c. Describe the impact of gender inequality from historical and current perspectives.			2. Critical Thinking (CA)

d. Compare imagery of gender from cultural and scientific backgrounds.			4. Social Responsibility (IK)
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KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

K. **TEXTS:**

(Representative texts; texts chosen by instructor)

Anderson, Margaret L. and Patricia Hill Collins. *Race, Class, & Gender: An Anthology*. 8th ed. Independence, KY: Wadsworth-Cengage Learning, 2013.

Burn, Shawn Meghan. *Women Across Cultures: A Global Perspective*. 3rd ed. New York: McGraw-Hill, 2010.

Freedman, Estelle. *The Essential Feminist Reader*. New York: Modern Library, 2007.

Kolmar, Wendy and Frances Bartowski. *Feminist Theory: A Reader*. 4th ed. McGraw- Hill, 2013.

Kelly, Suzanne, Gowri Parameswaran, and Nancy Schneidewind, eds. *Women: Images and Realities, A Multicultural Anthology*. 5th ed. New York: McGraw-Hill, 2011.

L. **REFERENCES:**

(Representative references; references chosen by instructor)

Chauncey, George. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. New York: Basic Books-Perseus Books, 1994.

de Beauvoir, Simone. *The Second Sex*. 1953. Trans. Constance Borde and Sheila Malovany-Chevallier. New York: Vintage, 2011.

Faderman, Lilian. *To Believe in Women: What Lesbians Have Done for America – A History*. Boston: Mariner-Houghton Mifflin, 2000.

Friedan, Betty. *The Feminine Mystique*. Ed. Kirsten Fermaglich and Lisa M. Fine. 50th Anniversary ed. New York: W. W. Norton, 2013.

Guy-Sheftall, Beverly, ed. *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press, 1995.

hooks, bell. *Feminist Theory: From Margin to Center*. 2nd ed. Cambridge, MA: South End Press, 2000.

Pilcher, Jane and Imelda Whelehan. *50 Key Concepts in Gender Studies*. London: Sage Publications, 2004.

Stryker, Susan and Stephen Whittle, eds. *The Transgender Studies Reader*. New York: Routledge, 2006.

Stryker, Susan and Aren Z. Aizura, eds. *The Transgender Studies Reader 2*. New York: Routledge, 2013.

M. EQUIPMENT: Technology-enhanced classroom or online course

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

- I. Vocabulary of feminism and gender
 - A. Sex, gender, sexual orientation
 - B. Intersex and transgender
- II. Definitions of feminism and gender
 - A. What is feminism?
- III. History of the women's rights movement
 - A. Abolition
 - B. Education
 - C. Wage differences
- IV. Gender, race, class: intersecting categories
 - A. Multiple forms of interlocking oppression
 - B. Feminism tries to remove all of these forms of oppression in different ways
- V. Gender, marriage, and property
 - A. Women as legal non-persons
 - B. Changing role of marriage in the economy
- VI. Housework and economics
 - A. "Double shift"
 - B. Feminist ideas of communal living, housework, childcare
 - C. Changing divisions of labor in contemporary marriage
- VII. African-Americans and feminism
 - A. Original connection to feminists through abolition
 - B. Split from the mainstream feminist movement over race

- C. Difficulty negotiating the demands of both racial civil rights and gender civil rights, both within and outside their community.
 - D. Contemporary African-American feminist theorists.
- VIII. Family Planning, reproductive rights, and parenthood
- A. History of birth control, abortion
 - B. Fertility control
 - C. Parental leave
 - D. Adoption
- IX. Gender and sexuality
- A. Stonewall/LGBTQ civil rights
 - B. Lesbian feminism
 - C. Same-sex marriage
 - D. Gender and sexuality as spectrums

Q. LABORATORY OUTLINE: None