

**School for New Learning
DePaul University
Course Syllabus: HC 178 Gender at Work
Winter 2010**

1. General Information

Faculty: Elisabeth J. Lindsay-Ryan
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Location: Loop campus

Dates/Time: Mondays, 6:00-9:00pm January 4th-March 8th

2. Course Description and Faculty Biographical Sketch

From the days of hunters and gatherers our world has been organized by gender expectations. While these gender roles have evolved over time, women and men today still struggle to meet these expectations and they have largely defined who we are for centuries. We have more choices and freedom to renegotiate and transcend these roles now than at any other time in history, and yet they still impact every aspect of our lives. This course will explore how gender can influence communication patterns, leadership styles, negotiation skills, conflict styles, work/life balance expectations, relationships and a multitude of other aspects of our life at work and at home. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience.

About the Instructor

Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master's of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor's of Arts at DePaul University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women's Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her partner Becca, her daughter Katie and her dog Dayton.

3. Competencies

FX: Understands how gender expectations impact men and women in the workforce.

H-3-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning in various gender settings.

4. Learning Experience

Lecture, discussion, films, and small group work, will be used in conjunction to offer a classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Required Reading

Readings will be assigned on a weekly basis to provide a foundation of understanding for psychosocial development, gender roles, gender identity, and gender expression and how these things impact work and life.

All readings will be available on Blackboard.

There will be a selection of readings that will include but will not be limited to the following texts:

Linda Babcock and Sara Laschever Women Don't Ask

Peggy Orenstein Flux

Rachel Simmons Odd Girl Out

Deborah Tannen, You Just Don't Understand

Deborah Tannen, Talking from 9 to 5: Women and Men at Work

Derrick Jensen, The Culture of Make Believe

5. Outcomes

In this course there are some universal intended outcomes. Everyone will engage in learning about the social construct of gender and how it impacts daily life. This course will examine several aspects of the workplace and men and women's lives outside of work in an effort to explore how development, socialization, and cultural expectations have created our understanding of gender. By engaging in individual reflection, small group work, and class discussion we will examine how gender has impacted our own identity and our understanding of and interaction with others.

Depending on one's competency the specialized outcomes are different. Students in **L-7** will be looking at two aspects of learning collaboratively: how we learn about gender (i.e. family, school, religious institutions) and how our gender impacts how and what we learn especially during a group experience. Those in **H-3-B** will be looking at the intersections of race, ethnicity, nationality, age, class, gender, sexual orientation or religion, and how they interact to shape individual identity. The students taking the class for **H4** will explore power relations among men and women in the US. Lastly, **FX** students will develop the ability to describe how gender

expectations impact men and women in the workforce. All students will attend an event related to gender and analyze their experience through the lens of each competency as well as explore their competencies in journals. Additionally, they will have an opportunity to have a larger grasp of the bigger picture of gender through class discussions, films, and personal explorations. The course will culminate in a reflective essay that demonstrates their mastery of the competencies and connects to their own learning about gender.

6. Evidence to be Submitted

Written Journal

Students will be required to write journal entries expressing your feelings, perspectives, and ideas about the specific topics provided. These journals should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. Journals are due in class on the assigned date. **Please submit a hard copy of your journal in class on the assigned date. For each week the journals are late the grade will be lowered a full letter grade unless otherwise arranged.**

Attendance and Participation

It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of gender will be developed through your interactions with each other. Small group and class discussion will be essential to your integration of the written material and personal experience. Therefore, students must inform the instructor of any absences. **Any student missing more than two classes will be expected to drop the course.**

Gender Event

During the quarter you will be required to attend an event outside of class that focuses on an aspect of gender connected to your competency. **You will be required to write a response on the experience due February 15th (Week 7). If you are taking the class for two competencies you will be required to respond to a second set of questions for your additional competency.**

Final Project

Students will be responsible for completing 5-7 page paper as capstone of their learning experience in this class. The format will be a reflective essay examining your own experiences and connections to an aspect of gender addressed in the course and your competency. **The final project will be due during the last class on March 8th.**

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or

unpublished, in whole or in part, without proper acknowledgement that is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly the course. If you are unsure how to cite a source, ask!

7. Criteria for Assessment

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion, and overall active participation in the learning process.

Assessment by Percentage:

Journal: 30 %

Attendance and Participation: 25%

Gender Event: 20%

Final Project: 25%

Class Schedule

Week One-1/4

Introduction to Course

Defining Gender

Week Two- 1/11

Psychosocial Development

Families

Educational Environments

Readings:

Deborah Tannen, You Just Don't Understand (pp.43-48)

Linda Babcock and Sara Laschever Women Don't Ask (pp.68-78)

Assignment: Journal # 1

Week Three- 1/18

NO CLASS

Week Four- 1/25

Conflict Styles

Aggression

Films: Breakfast Club, Mean Girls

Readings:

Rachel Simmons, Odd Girl Out (pp. 15-38)

Assignment: Journal # 2, Final Project Topic

Week Five-2/1

Communication Styles

Readings:

Deborah Tannen, You Just Don't Understand (pp. 50-52, 74-95)

Deborah Tannen, Talking from 9 to 5 (pp.160-162, 164-166, 169-172, 175-188, 195-203)

Assignment: Journal # 3

Week Six-2/8

Work Communication

Authority

Leadership Styles

Negotiations

Working Girl

Readings: Linda Babcock and Sara Laschever Women Don't Ask (pp.1-18, 21-44,)

Deborah Tannen, Talking from 9 to 5 (pp.21-42, 107-117)

Assignment: Journal # 4

Week Seven- 2/15

Gender in the Workplace

Work/Life Balance

Childcare/ Eldercare

Readings:

Peggy Orenstein, Flux (pp.15-24)

Assignment: Gender Event Assignment Due

Competency Assignment Due

Week Eight-2/22

Relationships

Film: The Break Up

Readings: Peggy Orenstein, Flux (pp.24-40, 99-120)

Assignment: Journal # 5

Week Nine- 3/1

Pornography

Unhealthy Relationships/Sexual Harassment/Sexual Assault/Relationship Violence

Readings: Derrick Jensen, The Culture of Make Believe (pp.44-45, 153-153,206-224)

Assignment: Journal # 6

Week Ten 3/8

Where do we go from here?

Assignment: FINAL PROJECT DUE

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-- alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

<http://studentaffairs.depaul.edu/homehandbook.html>

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE" In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.