

UGS 303: Gender Role Development, Media, and Human Rights
Dr. Rebecca S. Bigler
Fall 2011

Class Meeting Time: Lectures: Mondays and Wednesday 2:00-3:00;
Discussion section: Fridays 10:00-11:00 or 11:00-12:00

Class Meeting Location: Lectures: 201 Waggener Hall; Discussion sections: Garrison 0.128

Unique Number: 64200 (Friday 10-11 discussion section)
64205 (Friday 11-12 discussion section)

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Office Hours: Tuesdays 9:00-12:00 and by appointment

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Please call only if you have an urgent problem. Lydia prefers to communicate via email.

Course Description

This course is an interdisciplinary introduction to gender role development and its intersection with human rights. I will begin by providing definitions of gender, gender attitudes, and human rights and I will review (briefly!) the history of the treatment of gender and human rights. Next, we will examine the acquisition and developmental trajectories of gender role attitudes and behavior in children. An emphasis will be place on understanding evidence concerning the roles of parents, peers, media, and schooling on gender role development. The second half of the semester will be devoted to addressing five areas of human rights: media, transgender and identity issues, political representation, single sex schools, and same-sex marriage and parenting. The course will emphasize activism and social justice. The course will also include a focus on archival research, writing skills, and oral presentation.

Because this is a “Signature” course, we will go together as a class to hear a University Lecture on September 12 and we will take a trip to the Blanton art museum together on Sept 30.

Course Readings

Course handouts, assignments, announcements, and other materials will be posted on Blackboard. You can access Blackboard by going to <http://courses.utexas.edu> and entering your UTEID and password.

Course Prerequisites

None. This course satisfies the requirement for a “Signature” course.

Course Requirements and Grading Procedure

The requirements for the course include a midterm exam, a formal letter, an interview, and a term paper. You are also required to attend class, participate in mock trial, and to keep an informal journal related to course content. You will be able to earn 150 possible points in the course. The assignments and their point values are described below.

Grading and Requirements	Points	Draft Due Date / Final Due Date
Letter: (1-2 pages)	10 pts	SEPTEMBER 16 / SEPTEMBER 23
Interview: (4-5 pages)	15 pts	SEPTEMBER 30/ OCTOBER 7
Midterm: 20 multiple choice & 2 essays	40 pts	OCTOBER 10
Court Case Notes (4-5 pages)	20 pts	NOVEMBER 14
Archive-Based Term Paper: (10 pages.)	50 pts	NOVEMBER 23 / FINALS WEEK (TBA)
Journal	15 pts	OCTOBER 21 / DECEMBER 2
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Total:	150pts	

Midterm Exam

There will be a midterm exam (worth 40 points; 27% of final grade). It will consist of 20 multiple-choice questions (worth one point each) and two essay questions (worth 10 points each) covering the readings from the first half of the course. This exam will take place in class on Monday, October 10. **You will be given a list of five essay questions in class on September 28 (i.e., approximately two weeks before the exam). Two of the five will be selected via a random drawing during the in-class exam.**

Writing Assignments

Journal. You will be required to keep a journal during the semester. In the journal, you will record observations and experiences related to course content (e.g., advertisement or television programming related to course themes, your reactions to readings, comments that you are preparing for class). Journals will be due at two points: **OCT. 14** (mid-semester) and **DEC. 2** (last day of class). Journals must have a minimum of six entries. Feedback will be given at mid-semester (minus, check, plus) and final grades will be assigned at the end of the semester (10 points). Minus = minimal effort, superficial content; Check = moderate effort; thoughtful content; Plus = strong effort; very insightful content.

Letter. You will be required to write a formal letter to a business, organization, or individual. The letter should concern some gender rights issues that we have covered, or will cover, during the semester. (You need not actually mail the letter.) You must discuss the topic of the letter with me prior to turning in your draft. The letter should be 1-2 pages long. The initial COMPLETED draft is due in class on Friday, **SEPTEMBER 16**. The final version is due in class on Friday, **SEPTEMBER 23**. The letter is worth 10 points. The grading rubric for this assignment appears at the end of the syllabus.

Interview. You will also be required to conduct and write-up an interview (worth 15 points) with an individual who is affiliated with an organization that works in some way to promote girls' and women's human rights. You should relate the respondent's answers to one or more of the issues discussed in class or in our readings. This paper should also be 4-5 pages long. The initial version or draft is due in class on Friday, **SEPTEMBER 30**. The final version of the paper is due in class on Friday, **OCTOBER 7**.

Court Case. The class will hold a mock trial of a current lawsuit involving single-sex classrooms on **NOVEMBER 11**. The class will be divided into groups of (a) the defense, or lawyers on behalf of a single-sex school, (b) the prosecution, or lawyers on behalf of the plaintiffs, (c) Supreme Court justices, and (d) journalists. Lawyers will prepare notes to argue their cases, justices will draft opinions, and journalists will draft newspaper or magazine stories. Written material will be due in class on **NOVEMBER 14**. The assignment is worth 20 points.

Term paper. You will conduct archival research and complete a term paper (10 pages) on a topic related to gender and human rights. You must get the topic of the paper approved by us during a visit to office hours. The paper must incorporate a human rights archive as a resource. I encourage you to select a topic and come to see me early in November. The first version (ANY STAGE OF COMPLETION) of the paper is due on **NOVEMBER 23**. The paper will be worth 50 points (33% of final grade) and the final version will be due during the final exam period. Papers should be placed in my mailbox on the fourth floor of the Seay Psychology Building by 5:00 pm on the assigned date (TBA).

ALL WRITING ASSIGNMENTS ARE DUE AT THE START OF CLASS ON THE DATE THAT THEY ARE ASSIGNED. PLEASE BRING A HARD COPY TO CLASS AND KEEP A BACK-UP COPY.

Grading

A	92.0 - 100	C	72.0 - 77.9
A-	90.0 - 91.9	C-	70.0 - 71.9
B+	88.0 - 89.9	D+	68.0 - 69.9
B	82.0 - 87.9	D	62.0 - 67.9
B-	80.0 - 81.9	D-	60.0 - 61.9
C+	78.0 - 79.9	F	Below 60.0

Thus, you can check your grade by adding all of your scores and checking where your grade falls:

138-150 = A
135-137 = A-
132-134 = B+
123-131 = B
120-122 = B-
117-119 = C+
108-116 = C
105-107 = C-
102-104 = D+
93-101 = D
90-92 = D-

Course Policies

Attendance

We will not take attendance after the first few class meetings. I dislike using course time to do so. I will take attendance at the beginning of the semester merely as a way for us to learn each other's names. You are expected, however, to attend class and to contribute to the discussion of the assigned reading. If you know that you will be absent, you should notify me in advance. The success of the course depends on each of us making a commitment to being an involved, thoughtful, and supportive member of our class. It is by coming to class and sharing that I will get to know you and all of you will get to know each other. I will do my best to make sure that class is an enriching and interesting experience and I hope that you will do the same!

Missed Examinations

Make-up exams will be given in compelling circumstances. The make-exams will consist of four essay questions covering the material discussed in the lectures, readings, and films.

Late Work Policy

Extensions of time allowed to complete assignments will be given only in compelling circumstances. Please see me if you are unable to complete an assignment by the due dates for a compelling reason.

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. I am always happy to make accommodations for such students. If you are a student with a disability, please contact me about the class accommodations that you may require. For more information about services for students with disabilities, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holy Days

A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that the student must notify each instructor at least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. I will not penalized students for these excused absences as long as any missed work is completed within a reasonable time after the excused absence.

Academic Integrity

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Each student in this course is expected to abide by the University of Texas Honor Code. You are encouraged to study together and to discuss information and concepts covered the class with other students. However, this cooperation should never involve one student copying of all or part of another individual's work.

Student Judicial Services (SJS) promotes academic integrity and appropriate standards of conduct for the University Community. SJS is responsible for investigating alleged violations of institutional rules and for implementing the discipline process. The SJS area is located in suite 4.400 of the Student Services Building (SSB). Their web site describes the various forms of ethical and unethical behavior, including a description of plagiarism. I recommend that you visit the site (<http://www.utexas.edu/depts/dos/sjs/>) and review the information about when and how to cite the work of others. We will also cover this material during an in-class writing workshop.

COURSE SCHEDULE**Week One: INTRODUCTION**

Wednesday, August 24	Course Overview
Friday, August 26	Getting To Know Each Other

Week Two: DEFINITIONS OF TERMS: GENDER, ATTITUDES, STEREOTYPES

Monday, August 29	Biology of Gender Read: <i>Biological Foundations of Sex and Gender</i>
Wednesday, August 31	Gender Stereotypes, Prejudice, And Discrimination: Definitions Read: Ottati and Lee: <i>Accuracy: A Neglected Component of Stereotype Research</i>
Friday, Sept. 2	Read: <i>The Universal Declaration of Human Rights</i> http://www.un.org/en/documents/udhr/ Discuss issues of definition

Week Three: INFLUENCES ON GENDER STEREOTYPING & PREJUDICE—PARENTS & PEERS

Monday, Sept. 5	Labor Day, No class Read: <i>The Family as an Agent of Gender Development</i>
Wednesday, Sept. 7	Read: <i>The Peer Group as an Agent of Gender Development</i>
Friday, Sept. 9	Share letter ideas

Week Four: INFLUENCES ON GENDER STEREOTYPING AND PREJUDICE—MEDIA

Monday, Sept. 12	FILM: <i>Tough Guise: Violence, Media & the Crisis in Masculinity</i> (1999) NOTE: UNIVERSITY-WIDE LECTURE, EVENING
Wednesday, Sept. 14	FILM: <i>Killing Us Softly 4</i>
Friday, Sept. 16	LAB: Discussion of films NOTE: DRAFT LETTER DUE IN CLASS TODAY

Week Five: SEXUALIZATION AND MEDIA

Monday, Sept. 19	Sexualization
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Read: *APA Task Force Report on the Sexualization of Girls* (2007)

Wednesday, Sept. 21 FILM: *The Price of Pleasure*

Friday, Sept. 23 Discuss sexualization in media

NOTE: FINAL VERSION OF LETTER DUE IN CLASS TODAY

Week Six: CULTURAL REPRESENTATION AND ART

Monday, Sept. 26 Women and Art
Read: *The Feminist Critique of Art History* (1987)

Wednesday, Sept. 28 Fred Wilson
Read: *Sins of Omission: Fred Wilson's Mining the Museum* (2003)
MIDTERM ESSAY QUESTIONS WILL BE DISTRIBUTED

Friday, Sept. 30 Trip to Blanton Museum
NOTE: DRAFT OF INTERVIEW DUE IN CLASS TODAY

Week Seven: HUMAN RIGHTS

Monday, October 3 Introduction to Women's Human Rights
Read: *Convention on the Elimination of All Forms of Discrimination against Women*, G.A. res. 34/180, 34 U.N. GAOR Supp. (No. 46) at 193, U.N. Doc. A/34/46, entered into force Sept. 3, 1981.
<http://www1.umn.edu/humanrts/instate/e1cedaw.htm>

Wednesday, October 5 Read: *Women and Gender: The Evolution of Women Specific Institutions and Gender Integration at the United Nations*.

Friday, October 7 Watch: UN Women YouTube Channel:
<http://www.youtube.com/unwomen>

NOTE: FINAL VERSION OF INTERVIEW PAPER DUE TODAY

Week Eight: MIDTERM

Monday, October 10 **IN-CLASS MID TERM EXAMINATION**

Wednesday, Oct. 12 **ARCHIVAL RESEARCH TRAINING**

Friday, Oct. 14 Archival research workshop

NOTE: JOURNALS DUE IN CLASS TODAY

Week Nine: GENDER AND RIGHTS: MEDIA

- Monday, Oct. 17 Read: *In Our Time: Memoir of a Revolution. The Pornography Wars.*
- Wednesday, Oct. 19 Read: *Commission on Child Protection Online*
- Friday, Oct. 21 Discuss: Ban on Skinny Models
- http://articles.cnn.com/2006-09-13/world/spain.models_1_association-of-fashion-designers-skinny-models-pasarela-cibeles?_s=PM:WORLD

Week Ten: GENDER AND RIGHTS: TRANSGENDER AND IDENTITY ISSUES

- Monday, Oct. 24 FILM: Red Without Blue (2007) Indiepix Films
- Read: *Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles*
- Wednesday, Oct. 26 Shane Whalley; Gender Neutral Language
- Friday, Oct. 28 Discussion of identity and read
- <http://www.newsweek.com/2010/08/16/life-without-gender.print.html>

Week Eleven: GENDER AND RIGHTS: POLITICAL REPRESENTATION

- Monday, Oct. 31 Read: *Gender Inequality in Political Representation: A Worldwide Comparative Analysis*, Social Forces
- Wednesday, Nov. 2 Read: Read: *The Politics Of Race And Gender: Children's Perceptions Of Discrimination And The U. S. Presidency*. Analyses of Social Issues and Public Policy
- Friday, Nov. 4 Gladwell, M. (2010). *The Revolution Will Not Be Tweeted*. New Yorker. Discussion of Activism and Social Protest

Week Twelve: GENDER AND RIGHTS: SINGLE SEX SCHOOLS

- Monday, Nov. 7 Legal Approaches to Gender Discrimination
- Wednesday, Nov. 9 Read: *What are We Learning from the 2006-7 Office for Civil Rights Survey Question About Public Schools with Single-sex Academic Classes?*
- Friday, Nov. 11 **MOCK TRIAL**

Week Thirteen: GENDER AND RIGHTS: SAME-SEX MARRIAGE AND PARENTING

Monday, Nov. 14 Film: *Because the Bible Tells Me So*

NOTE: MOCK TRIAL WRITING DUE TODAY

Wednesday, Nov. 16 APA brief *amici curiae*, Case # S147999, Supreme Court, State of California
Friday, Nov. 18

Friday, Nov. 18 Writing workshop

Week Fourteen: WOMEN'S HUMAN RIGHTS: CRITICAL PERSPECTIVES

Monday, Nov. 21 David Kennedy. "International Human Rights Movement: Part of the Problem." *Harvard Human Rights Journal* 15 (2008): 101-125.

Wednesday, Nov. 23 Read: *White Women's Rights: The Racialize Origins of Feminism in the United States*. Introduction to Chapter 4 (pages 1-115).

NOTE: DRAFT OF TERM PAPER DUE TODAY

Friday, Nov. 25 No class; Thanksgiving

Week Fifteen: INTERVENTION

Monday, Nov. 28 Using Literature to Reduce Stereotyping

Wednesday, Nov. 30 Moss, P. (2006). Not true! Gender doesn't limit you! *Teaching Tolerance Magazine*.

Friday, Dec. 2 Wrap Up

NOTE: JOURNALS DUE IN CLASS TODAY

**Letter Assignment:
Instructions and Grading Criteria**

Assignment:

Think of an issue related to gender and rights about which you have strong beliefs. Next, selected a person, business, or organization with whom you would like to share your opinion, request, or concern. Finally, draft a letter to that entity about your views. You will not be required to mail your missive, although I encourage you to develop an activist approach to issues that we discuss in class.

Timeline:

SEPT. 2 – Sept. 10 **Visit office hours to discuss your letter topic with me**

SEPT. 16 **Rough draft of your letter due in class**

SEPT. 23 **Final version of your letter due in class**

Grading will be as follows:

2 pts. Grammar, punctuation, spelling

This component focuses on the technical aspects of writing.

2 pts. Writing style

This component focuses on sentence structure. Strive to use clear and concise sentences.

2 pts. Organization of ideas

This component focuses on paragraph structure and organization. Paragraphs should have topic sentences and be cohesive. Paragraphs should also be ordered logically.

2 pts. Content: Originality and importance

This component focuses on the quality of the content. The topic of your letter should be compelling and distinctive (rather than superficial and mundane).

2 pts. Content: Quality of logic

This component focuses on characteristics of the argument. Strive to create a coherent, persuasive argument.

10 points total

Instructions and Grading Criteria Interview Assignment

Identify organizations in your community that work to promote women's or girls' human rights. Select an organization that interests you and find out as much as you can about the staff. Then select an individual who works at that organization and contact the individual to request an interview. Next, draft a set of questions to ask this person. At least some of the questions should relate to class readings, but you are welcome to ask other (related) questions as well.

After you've drafted questions, you should interview the person individually. If meeting in person is impossible, you may conduct the interview via email. You can take notes and paraphrase the individual's answers or tape record and transcribe the person's responses. Finally, condense the interview material and incorporate discussion of the person's answers. That is, relate your interviewee's answers to material that we have covered in the course (films, readings, lecture, etc.). Papers should be 4-5 pages in length. The initial draft is due in class on Friday, **SEPTEMBER 30**. The final version of the paper is due in class on Friday, **OCTOBER 7**.

Grading will be as follows:

3 pts. Grammar, Punctuation, Spelling

This component focuses on the technical aspects of writing.

3 pts. Writing Style

This component focuses on sentence structure. Strive to use clear and concise sentences.

(You will not be held accountable for your interviewee's sentences if you transcribe them!)

3 pts. Organization of Ideas And Interview Material

This component focuses on the organization of the material. You will have to make decisions about the order in which you present and discuss the questions that you asked. Strive for a clear internal organization.

3 pts. Content: Originality And Importance Of The Interview Questions

This component focuses on the quality of the content. The interview questions should be compelling and distinctive (rather than superficial and mundane).

3 pts. Content: Cohesiveness and Relevance to Course Material

This component focuses on the integration of the interview material with the theme of the paper and with the material assigned in the course content.

15 points total

