

UGS 303: Gender Role Development, Media, and Human Rights
Dr. Rebecca S. Bigler
Fall 2013

Class Meeting Time: Tuesdays and Thursdays 11:00-12:30

Class Meeting Location: NOA 1.124

Unique Number: 65425

Professor: Dr. Rebecca Bigler

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Office Hours: Tuesdays and Thursdays 9:30-11:00 and by appointment

Teaching Assistant:

Phone:

E-mail:

Office Hours: Mondays and Fridays 12:00-1:30 and by appointment

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

I am delighted to be teaching this course. I hope to get to know each of you very well and for you to get to know your classmates very well. One of my most important goals in this course is to build a close, supportive, honest community (including myself) in which we learn together and from each other. To do so, it will be important that you contribute to class discussion (even if you are shy—please tell me if that is an issue!) and that I get to know you. As you'll see below, your first assignment will require a visit to my office. I look forward to meeting all of you!

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 placed 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. Finally, the course is designed as a "Difficult Dialogue" course and thus there will be a semester-long emphasis on creating and supporting opportunities for honest, respectful, and serious conversations about the topics that we address.

Because this is a “Signature” course, we will go together as a class to hear a University Lecture at the start of October (details TBA) and we will take a trip to the Blanton art museum together.

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 24 / OCTOBER 1
Interview: (4-5 pages)	15 pts	OCTOBER 8/ OCTOBER 15
Midterm: 20 multiple choice & 2 essays	40 pts	OCTOBER 17
Mock Trial Notes (4-5 pages)	20 pts	NOVEMBER 21
Archive-Based Term Paper #1: (5 pages.)	25 pts	OCTOBER 29 / NOVEMBER 12
Archive-Based Term Paper #2: (5 pages.)	25 pts	DECEMBER 3 / FINALS WEEK (TBA)
Journal	15 pts	OCTOBER 17 / DECEMBER 5
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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 Thursday, October 17. **You will be given a list of five essay questions in class on October 3 (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. 17** (mid-semester) and **DEC. 5** (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 **SEPTEMBER 24**. The final version is due in class on **OCTOBER 1**. 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 **OCTOBER 8**. The final version of the paper is due in class on **OCTOBER 15**.

Mock Trial Case. The class will hold a mock trial of a current lawsuit involving single-sex classrooms on **NOVEMBER 19**. 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 21**. The assignment is worth 20 points.

Archival research term papers. You will conduct archival research and complete two research papers (5 pages each) on a topic related to gender and human rights. You must get the topics of the paper approved by us during a visit to office hours. *The paper must incorporate a human rights archive as a resource.* The papers (together) will be worth 50 points (33% of final grade). Papers should be placed in my mailbox on the fourth floor of the Seay Psychology Building by 5:00 pm on the assigned date.

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 you 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.

Campus Emergencies & Evacuations

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in SEA, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. We will remain together in a group at a safe distance from the building until instructed to disband.

As per University of Texas' policy, students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. I will then provide this information to the Fire Prevention Services office by fax (512-232-2759).

Should it be discovered that there is a violent or potentially violent person in our building or area, we will be required to go into "Lockdown." We may use mobile phones to call 911 or UTPD at [512.471.4441](tel:512.471.4441). We will close, lock, and barricade interior doors. We will turn off lights and any devices indicating that the room is occupied, seek shelter under tables, and keep out of the line of sight. It is important to stay quiet and not respond to anyone at the door. Only as a last resort to save your life should you confront the person by using anything to distract or disable the suspect.

COURSE SCHEDULE**Week One: INTRODUCTION**

Thursday, August 29 Course Overview and Welcome

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

Tuesday, September 3 Biology of Gender
Read: *Biological Foundations of Sex and Gender*

Thursday, Sept. 5 Gender Stereotypes, Prejudice, And Discrimination: Definitions
Read: Ottati and Lee: *Accuracy: A Neglected Component of Stereotype Research*

Tuesday, Sept. 10 Read: *The Universal Declaration of Human Rights*
<http://www.un.org/en/documents/udhr/>

VISIT TO RANSOM CENTER DURING CLASS**Week Three: INFLUENCES ON GENDER STEREOTYPING & PREJUDICE—PARENTS & PEERS**

Thursday, Sept. 12 Read: *The Family as an Agent of Gender Development*

Tuesday, Sept. 17 Read: *The Peer Group as an Agent of Gender Development*

Week Four: INFLUENCES ON GENDER STEREOTYPING AND PREJUDICE—MEDIA

Thursday, Sept. 19 FILM: *Tough Guise: Violence, Media & the Crisis in Masculinity (1999)*

NOTE: UNIVERSITY-WIDE LECTURE, EVENING

Tuesday, Sept. 24 FILM: *Killing Us Softly 4*

NOTE: DRAFT LETTER DUE IN CLASS TODAY**Week Five: SEXUALIZATION AND MEDIA**

Thursday, Sept. 26 Sexualization
Read: *APA Task Force Report on the Sexualization of Girls (2007)*

Tuesday, October 1 FILM: *Sexualization of girls*

NOTE: FINAL VERSION OF LETTER DUE IN CLASS TODAY

Week Six: CULTURAL REPRESENTATION AND ART

Thursday, Oct. 3 Women and Art
 Read: *The Feminist Critique of Art History* (1987)

Tuesday, Oct. 8 **MIDTERM ESSAY QUESTIONS WILL BE DISTRIBUTED**
TRIP TO BLANTON MUSEUM
NOTE: DRAFT OF INTERVIEW DUE IN CLASS TODAY

Week Seven: HUMAN RIGHTS

Thursday, October 10 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/instree/e1cedaw.htm>

Tuesday, October 15 Read: *Women and Gender: The Evolution of Women Specific Institutions and Gender Integration at the United Nations.*

Watch: UN Women YouTube Channel:
<http://www.youtube.com/unwomen>

NOTE: FINAL VERSION OF INTERVIEW PAPER DUE TODAY

Week Eight: MIDTERM

Thursday, October 17 **IN-CLASS MID TERM EXAMINATION**
NOTE: JOURNALS DUE IN CLASS TODAY

Tuesday, Oct. 22 **ARCHIVAL RESEARCH TRAINING**

Week Nine: GENDER AND RIGHTS: MEDIA

Thursday, Oct. 24 Read: *In Our Time: Memoir of a Revolution. The Pornography Wars.*
 FILM: *The Price of Pleasure*

Tuesday, Oct. 29 Read: *Commission on Child Protection Online*

NOTE: DRAFT OF ARCHIVAL PAPER #1 DUE TODAY

Week Ten: GENDER AND RIGHTS: TRANSGENDER AND IDENTITY ISSUES

Thursday, Oct. 31 FILM: *Red Without Blue* (2007) Indiepix Films

Read: *Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles*

Tuesday, Nov. 5

Shane Whalley; Gender Neutral Language
Discussion of identity and read

<http://www.newsweek.com/2010/08/16/life-without-gender.print.html>

Week Eleven: GENDER AND RIGHTS: POLITICAL REPRESENTATION

Thursday, Nov. 7

Read: *Gender Inequality in Political Representation: A Worldwide Comparative Analysis*, Social Forces

Tuesday, Nov. 12

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

NOTE: FINAL ARCHIVAL PAPER #1 DUE TODAY

Week Twelve: GENDER AND RIGHTS: SINGLE SEX SCHOOLS

Thursday, Nov. 14

Legal Approaches to Gender Discrimination

Tuesday, Nov. 19

Read: *What are We Learning from the 2006-7 Office for Civil Rights Survey Question About Public Schools with Single-sex Academic Classes?*

MOCK TRIAL TODAY!!

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

Thursday, Nov. 21

Film: *Because the Bible Tells Me So*

NOTE: MOCK TRIAL WRITING DUE TODAY

Tuesday, Nov. 26

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

Writing workshop

Week Fourteen: WOMEN'S HUMAN RIGHTS: CRITICAL PERSPECTIVES

Thursday, Nov. 28

No class; Thanksgiving

Tuesday, Dec. 3

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

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

NOTE: DRAFT OF ARCHIVAL PAPER #2 DUE TODAY

Week Fifteen: INTERVENTION

Thursday, Dec. 5

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

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. 5– Sept. 19 **Visit office hours to discuss your letter topic with me**

SEPT. 24 **Rough draft of your letter due in class**

OCT. 1 **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 **OCTOBER 8**. The final version of the paper is due in class on Friday, **OCTOBER 15**.

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

Mock Trial Assignment

We are going to have a mock trial concerning the creation of single-sex public schools. For the purposes of our trial, here are the specifics of the case:

The defense is representing the Austin Independent School District. The District has opened two single-sex middle schools. The schools are near each other---one serves boys and the other serves girls. The students who live in the neighborhoods surrounding these schools are assigned to the single-sex academies but, if parents are unhappy, they can request that their children be sent to a coeducational school *outside* their regular school zone. The single-sex schools have told teachers that boys and girls learn differently and distract each other and so sex-segregated classrooms are the best environments for children. The prosecution is representing parents of a boy who lives in the all-boys school neighborhood but does not want to go there. These parents believe that single-sex school does not work and that their son won't benefit. They are upset that the son must (a) change schools, (b) go to school with kids outside his neighborhood, and (c) travel further to school than his friends.

Trial Date: NOVEMBER 19

ROLES

12 Supreme Court Justices; 1 Chief Justice (13 Justices total)
5 lawyers for the prosecution (claim: schools are unconstitutional)
5 lawyers for the defense (claim: schools are constitutional)
7 reporters

30 roles total

ASSIGNMENTS

Lawyers

Each lawyer will have 5 minutes to present an argument. That is 25 minutes per side. Lawyers should meet to decide on how to present their case. Each person may want to argue a specific set of points. Lawyers will turn into me their notes for arguing their side of the case. These notes should be 3-5 pages in length.

Justices

Justices will keep notes and will have 20 minutes to ask questions of the lawyers. Each judge must prepare two questions. Judges will vote at the end of the trial. Justices will write a 3-5 page "opinion" in which they will explain or justify their vote.

Reporters

Reporters will pretend that they are working for a newspaper or magazine and will write a news piece about the trial. This news piece will cover the arguments made in court and be 3-5 pages in length.

WRITTEN MATERIAL IS DUE IN CLASS ON NOVEMBER 21

GRADING: COURT JUSTICES

4 pts. Grammar, Punctuation, Spelling

This component focuses on the technical aspects of writing.

4 pts. Writing Style

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

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4pts. Content: Logic

This component focuses on the quality of the content. The logic of the argument should be clear and compelling.

4 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.

20 points

GRADING: JOURNALISTS

4 pts. Grammar, Punctuation, Spelling

This component focuses on the technical aspects of writing.

4 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!)

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4 pts. Content: Originality and Interest

This component focuses on the quality of the content. The piece should grab readers' attention and hold their interest in the topic.

4 pts. Content: Breadth and Sophistication

This component also focuses on the quality of the content. The piece should do an excellent job of educating readers about the trial.

20 points

GRADING: LAWYERS

4 pts. Presentation Style

This component focuses on presentation. You should aim to appear professional and fully prepared. You should speak loudly and clearly and you should appear confident.

4 pts. Clarity of Oral Arguments

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

4 pts. Organization of Ideas

This component focuses on the organization of the material. Strive for a clear internal organization.

4 pts. Content: Originality and Interest

This component focuses on the quality of the content. Your arguments should be logical and persuasive.

4 pts. Content: Breadth and Sophistication

This component also focuses on the quality of the content. You should do an excellent job of educating the justices about the case and answering questions that they pose.

20 points