INSTRUCTOR: Dr. Kerensa Allison
OFFICE: Spalding Hall, Rm. 212; (or main office Spalding 101A)
OFFICE HOURS: Mondays & Wednesdays 1:30-2:30, Tuesday 3-4, & by appointment
PHONE/E-MAIL: 792-2348 and klallison@lcsc.edu

REQUIRED TEXTS:

Note: additional readings will be posted on blackboard

COURSE DESCRIPTION:
This course is an interdisciplinary exploration of gender, ethics, and values as social constructs historically developed and sustained by economic, social, political and cultural factors. To analyze and understand gender issues, we will compare different forms of evidence (i.e. oral histories, case studies, media statistics), alternative explanations (i.e. historical, biological, theological), and personal assumptions. Topics will be approached from the perspectives of the social sciences, humanities, evolutionary psychology, philosophy, and natural sciences and will include some comparison with non-Western and past cultures. We will focus on three issues throughout the semester: (1) the creation, maintenance, and change of gender around the world and throughout time; (2) the intersection between gender, culture, ethics and values; and (3) equality and inequality between the sexes in different societies.

- People's beliefs, institutions, and practices that we call "gender" vary cross-culturally, even though all societies are situated somewhere in the modern world. We will look carefully at how "female" and "male" and other genders are defined and practiced in different parts of the world. We will also look at how these notions shape the lives of women and men.

- Gender and ethics are shaped by culture. How men and women learn, experience, and perform is embedded in social and cultural contexts, so that what is defined as moral, virtuous, the good life, right or wrong, etc, is as much cultural as physical or psychological. We will be concerned with some of this intersection and history of the relationship between gender and ethics.

- We will look at the preoccupations in social and imaginative life with rank, status, equality, and inequality, like and unlike. How are women and men valued differently in different cultures? In different aspects of the same culture? On what cultural grounds? How do the different values placed on women and men affect their lives?

General Education Learning Outcomes (GELOs):
This course is an integrative seminar in ethics and values. Students will develop and implement critical thinking, inquiry, and problem-solving skills. The writing-integrated course will investigate social, cultural, scientific, and humanistic questions as applied to individuals and groups. Using an interdisciplinary approach, the class will facilitate understanding of issues of local and global concern.

Pre-requisites: ENGL 102 or 109, and a total of 24 credit hours in the General Education framework. It is recommended that students have completed coursework in each of the six General Education competency areas.
By the end of this course, students will be able to:

i. Read and evaluate concepts and perspectives from multiple disciplines related to ethics and values.
ii. Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.
iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
iv. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

Course-Specific/Additional Learning Outcomes:
More specifically, in this course you will do the following, which are linked to the above expected learning outcomes as noted in parentheses:

- Gain a thorough grounding in the concept of gender as the cultural construction of sexual similarities and differences (ii, iii).
- Increase research and analytical skills by examining how individual and societal ethics and values are shaped by gender and culture (i, ii, iii, iv).
- Enhance comprehension of women's and men's experiences in different societies (i, ii, iii).

CLASS STRUCTURE: The course will consist of class discussions, lectures, and student presentations. Each weekly session will commence with a class discussion on an assigned topic and reading(s) for the week, and conclude with a lecture on the topic. In-class discussion of assigned readings is a major component of the class. It is important to come to each class with your reading completed. Take notes as you read regarding significant concepts, the overall main idea of each chapter, personal comments and criticisms, and questions for the class discussion. Some topics lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class.

Students whose behavior is disruptive or rude (engaging in private conversations during class, arriving late, leaving early, sleeping, reading the newspaper, etc.), will be asked to stop, and may be required to leave the classroom. I ask that all students be considerate of other people.

ATTENDANCE: Attendance will not be taken (except the first 2-weeks for financial aid and the last 2-weeks during presentations), however, students are expected to attend all classes and excessive absence may affect the final grade. Class participation is graded and discussion material will be fair game for exams. If you miss a class, you are responsible for obtaining all material covered (lecture, films, discussion). I encourage all students to attend my office hours to discuss any class information.

BLACKBOARD: A Blackboard web page has been developed for this course. This source will contain the syllabus, additional assigned readings, links to relevant anthropology and gender websites, and course information. The blackboard system is an important part of this course, so please go and explore it early and let me know if you have any difficulties before the first assignment is due. Note - Please do not post emails to the blackboard site, but rather contact me directly through the email listed above.

COURSE REQUIREMENTS
Your grade in this course will be based on the following, which correspond to the General Education Learning Outcomes (GELOs) as noted in parentheses.

Exams (100 pts) (ii, iii, iv):
- There will be **two equally-weighted exams** (50 pts. each). Exams will cover ALL class materials, including readings, lectures, and films. These exams will include a combination of multiple-choice, matching, true/false, short answer and essay. Exams will not be cumulative, but the understanding of some material will be pertinent throughout the term.
  If you know that you are going to miss the day of a scheduled exam due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me before the class to make arrangements. The make-up exam may differ from the original exam.
Reflective Essays and Discussion (50 pts.) (i, ii, iii, iv)

- Each student will write responses to questions about the book “Reproducing Jews” to facilitate an in-class discussion examining the influences of new reproduction technology on Israeli women. Israeli women have embraced new reproduction technologies which have drastically changed Jewish beliefs about kinship, motherhood, reproduction, marriage, and more. You will explore these changes in Israeli perceptions and values associated with this cultural change in your written responses and during an in-class discussion. Submit essays to Blackboard SafeAssign and bring a hardcopy to class on the due date.

Class Participation (100 pts.) (i, ii, iii, iv)

- Class participation will be an important part of your experience in this class. This participation will include small and large group discussions, activities, and in-class writing exercises. Unannounced pop quizzes will also be given during regularly scheduled class periods covering weekly reading and/or lecture material. It is important to come to class having read the weekly reading assignments so you are prepared to participate in all class activities. I provide “Reading Responses” on Blackboard for the assigned readings to help prepare you for class discussions. Note: An alternative option to pop-quizzes on the reading is to turn in the associated reading response at the time of the quiz. There are NO make-up assignments without prior approval.

Article Assignment and Discussion (100 pts.) (i, ii, iii, iv)

- Each student will pick a topic relevant to this course and find three primary articles related to that topic. You will select one main article and then use the supporting two articles to add to your understanding and support the main article’s research conclusions or to critique the findings in the first article. You will pick articles from the following journals: Hypatia, Signs, Gender Issues, Journal of Gender and Social Issues, Differences, or an approved journal.

- You will write four-six pages, double-spaced, 1 inch margins, size 12 font, Times New Roman, proofread and polished papers. Your paper should include: 1) identify/summarize your topic argument/main point(s) (What were the research conclusions?); 2) identify & critique the evidence used to support this argument; 3) discuss whether or not you were convinced; 4) explain your position; 5) support your position with additional academic source material (at least 2 sources); 6) connect the article to other readings we have done in class; 7) identify issues the reading brought up that you would like to know more about. You need to use in-text citations and have references posted at the end of the paper. Please include your main article with your final paper. [Adapted from Eric Martin 2014]

- Pick a topic that is interesting to you. Be sure to look through several articles before choosing your article, as some articles may be better suited for the assignment. Also, be careful that you pick academic articles (look for at least 10 references at the end of the paper). Book reviews, article commentaries, magazine, or newspaper articles will not be accepted. Electronic journals can be accessed through the Library Homepage by 1) typing the journal title in the Catalogue, then click on the link for online access, or 2) going to the electronic journal page (E-Journals) and typing in the title of the journal, then click the link for online access. Please work with me if you are not sure if an article is appropriate or if you need help finding a topic or an article, or accessing electronic journals. If you find an article you would like to use from a different journal these must be approved before you turn in your assignment.

- During the last two weeks of class, you will share your research in a round-robin-type format. You will prepare a 5-10 minute oral summary of your paper and 1 page hand-out to turn in. Detailed instructions will be explained in class.

- Submit papers to Blackboard SafeAssign and bring a hardcopy to class on the due date.

COURSE EVALUATION:

- Exams = 100 pts [2 @ 50 pts each]
- Reflective Essays/Disc. = 50 pts [40 pts for essays and 10 pts discussion participation]
- Class Participation = 100 pts [-10 @ 10 pts each]
- Article Assignment/Disc. = 100 pts [80 pts for paper and 20 pts for discussion & handout]
- Total = 350 pts
I will compute your final grade based on the following cumulative percentages:

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**MAKE-UP POLICY:** All assignments have a specified due date. They must be turned in to me during class the day they are due. Work received later than this will be considered late. Late assignments or coursework are penalized 10% per day up to one week. After one week (including the weekends and holidays) they are not accepted. If you feel you have special circumstances or if you know that you are going to miss scheduled class requirements due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), you need to contact me **before** the due date to make arrangements and then contact me within one-week to make up the work.

**ACADEMIC INTEGRITY:** Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates LCSC’s standard of conduct relating to academic integrity (**Academic Integrity Standards and Procedures**) will be referred to the Office of Student Conduct and may fail the course.

**Failure to adhere to the academic policy:**

1) The first offense – The grade of ‘F’ for the submitted work, examination, report or project without opportunity to redo the work.

2) The second offense – same as offense one and the student will be reported to the Office of Student Conduct.

To help deter plagiarism, we will be using an assignment tool, called "SAFE ASSIGN" to submit your writing assignments. This software automatically searches a database of web and academic papers and sources and matches your paper for exact content. If you are not sure of any of these policies, please ask me. See also the student code of conduct (http://www.lcsc.edu/Catalog/ss/code-of-conduct.htm). The library also has learning tools on this topic: (http://www.lcsc.edu/library/ILI/Module_2A/Tutor1.htm)

**INCOMPLETE POLICY:** Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can request an “Incomplete Grade” (I) which has to be made up by a fixed deadline in order to prevent the grade being changed to F.

**To obtain an “I” grade:**

1) Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason(s) why they are requesting an incomplete, provide documentation (i.e. Doctor’s notes, court dates) supporting the request, and when they plan to complete the course (three months to one year).

2) Students must complete 1/3 of the class participation assignments, the reflection essays, and one exam in order to file for an incomplete.

3) A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

**STUDENTS WITH DISABILITIES:** Please notify me during the first week of class of any accommodations needed for the course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit or contact the Office of Disability Services [Reid Hall, Rm. 111; 792-2211] to learn more about College services available to you.
NOTE: A significant part of the class will involve discussion and examination of selected readings from the textbook, and students will be expected to come to class having read the assigned material in advance and prepared to discuss it in class. Always read for comprehension. (RR=Reading Response)

Week 1 (8/24)
Course Introduction & Gender from an Anthropological Perspective
READ (RR#1):
- Mascia-Lees and Johnson Black. Ch. 1: “The History of the Study of Gender in Anthropology,” (Blackboard)
- “Feminist Ethics” (Blackboard)

FILM:
- A World Without Husbands or Fathers

Week 2 (8/31)
Course Introduction & Gender from an Anthropological Perspective
READ (RR#1):
- Mascia-Lees and Johnson Black. Ch. 2: "Analyzing Theories," (Blackboard)
- “Feminist Perspectives on Sex and Gender” (Blackboard)

ASSIGNMENT:
- EXTRA CREDIT #1 Due Tuesday, September 1st (Blackboard)

Week 3 (9/7)
Biology, Gender, and Human Evolution
READ (RR #1):
- Section 1 (Biology, Gender, and Human Evolution) Chapter Introduction
- Animal Models and Gender
- “Can Animals be Gay?” (Blackboard)

Week 4 (9/14)
Constructing Essential Manhood: Paternity and Masculinity
READ (RR#2):
- The Cultural Nexus of Aka Father-Infant Bonding
- Fatherhood and the Mediating Role of Women

FILM:
- Tough Guise

ASSIGNMENTS:
- EXTRA CREDIT #2 Attend one of the Multicultural Awareness Week events

Week 5 (9/21)
Constructing Essential Womanhood: Maternity and Femininity
READ (RR#2):
- Lifeboat Ethics: Mother Love and Child Death in Northeast Brazil
- Measuring Up to Barbie: Ideals of the Feminine Body in Popular Culture (Blackboard)
### Week 6 (9/28)

*Gender as Process: Making Men, Women and the Rest of Us*

**READ (RR#3):**
- The Five Sexes: Why male and female are not enough by Fausto-Sterling, (Blackboard)
- The Five Sexes – revisited (Blackboard)

**FILM:**
- *Paradise Bent*

**ASSIGNMENTS:**
- EXTRA CREDIT #3 Due: Thursday, October 1st in-class

### Week 7 (10/5)

*Gender as Process: Making Men, Women and the Rest of Us*

**READ (RR#3):**
- Hijras: An Alternative: Sex/Gender in India

### Week 8 (10/12)

*Gender and Kinship - New Reproductive Technology (NRT)*

**READ (RR#3):**
- Surrogate Motherhood: Rethinking Biological Models, Kinship, and Family
- *Reproducing Jews* by Susan Kahn

**ASSIGNMENT:**
- Reflective Essays DUE: Tues, October 13th in-class & SafeAssign (Blackboard)

### Week 9 (10/19)

*Gender and Kinship - New Reproductive Technology (NRT)*

**Midterm Exam – Thursday, October 22nd**

### Week 10 (10/26)

*Gender and Health* (debate ½ for circumcision and ½ against)

**READ:**
- Female Genital Cutting: Culture and Controversy by Gruenbaum

**ASSIGNMENT:**
- Debate Supporting Document – Due: Tuesday, October 27th in-class

### Week 11 (11/2)

*Gender and Health*

**READ (RR#4):**
- “Women, Poverty, and AIDS: Sex, Drugs, and Structural Violence” by Paul Farmer (Blackboard)
I welcome everyone to the course. I'm glad you've chosen this class, and I promise to do my best to make it meaningful, useful, and enjoyable. Please feel comfortable giving me any comments or suggestions about the progress of the course as we go along. I am happy to make any adjustments to the course that I can.

Reflective Essays and Class Discussion

Reproducing Jews by Susan Kahn

There are more fertility clinics per capita in Israel than in any other country in the world and Israel has the world's highest per capita rate of in-vitro fertilization procedures. Fertility treatments are fully subsidized by Israeli national health insurance and are available to all Israelis, regardless of religion or marital status. These phenomena are not the result of unusually high rates of infertility in Israel but reflect the centrality of reproduction in Judaism and Jewish culture.

In this ethnographic study of the new reproductive technologies in Israel, Susan Martha Kahn explores the cultural meanings and contemporary rabbinic responses to artificial insemination, in-vitro fertilization, egg donation, and surrogacy. Kahn draws on fieldwork with unmarried Israeli women who are using state-subsidized artificial insemination to get pregnant and on participant-observation in Israeli fertility clinics. Through close readings of traditional Jewish texts and careful analysis of Israeli public discourse, she explains the Israeli embrace of new reproductive technologies has
made Jewish beliefs about kinship startlingly literal. Kahn also reveals how a wide range of contemporary Israelis are using new reproductive technologies to realize their reproductive futures, from ultraorthodox infertile married couples to secular unmarried women.

Tips as you Read

1. Read the book carefully
   - Take notes on ideas, behaviors, comments which relate to changes in cultural/gender values with the introduction of New Reproduction Technologies (surrogacy, in-vitro, egg donation, giving birth out of wedlock). Make sure to keep track of page numbers so you can come back to these ideas later in our class discussion.
   - Identify the author's purpose or motive for writing about these particular points in the book—for example, "to expose the precarious balance of reproductive power the country has" or "to show how women have changed their perspectives on ideal reproduction methods";

2. What is your reaction? Jot down some reflection on the following:
   a. What questions does the piece raise for you?
   b. Does the piece remind you of other readings you've done for this class or other classes?
   c. How does this piece support/contradict what you already know or have experienced?
      - Think about cultural beliefs and practices in the U.S. which may be similar/different.
      - Provide one or two example(s)

3. Put your ideas in perspective.
   a. How does this information help us to better understand and study gender and gender values cross-culturally?

Note: Specific questions for your reflective essays will be passed out in class and posted on Blackboard. The above "tips" are to help you to get the most out of the book and our class discussion. You do not need to hand in written responses for the above materials, but I will be exploring these ideas in our class discussion.

Evaluation Criteria for Article Assignment

1. Identifies and presents the student’s perspective and position based on article analysis—thesis statement
   - What is the focus of your discussion?
   - Introduces 1-2 clearly stated topic(s) for discussion.

2. Identifies and assesses supporting information with specific examples
   - Demonstrates completion and understanding of the three articles.
   - Brings in appropriate and sufficient examples to support thesis.
   - Provides a balance of descriptive content (what happened) and analytical content (why it is important?)

3. Identifies and considers alternative points of view
   - Provides a culturally relativistic presentation of perceptions and practices.
   - Limits personal opinions as foundation for discussion.
   - Demonstrates a command of the material covered in class.

4. Summarizes main points of the analysis—conclusion
   - What is/are the most important point(s) from your paper/analysis?
   - Why is this analysis important?
   - Supports thesis statement.

5. Clearly Written
   - Proper formatting guidelines (Times New Roman, 12-pt font, dble spaced, 1 inch margins, pg #s)
   - Use of topic sentences
   - Sentences flow together smoothly
Transitions effectively connect sentences and paragraphs
Fragments and run-ons do not mar work
Paragraphs used appropriately
Limited misspellings

6. Cites sources of information
   - In-text citations (author, date, and page number - example: Boyd and Silk 2006:25).
   - Bibliography (AAA, MLA, APA)

AN IMPORTANT NOTE FOR ALL STUDENTS!

As always, this must be your original work / analysis. The use of anyone else’s work must be duly noted and cited in appropriate format, even if it is not a direct quotation. You may not use the words, or closely paraphrased wording, of anyone else without proper citation. And you may not use others’ previously written papers or articles [or any sections of the same], from the Internet or from anyone else, including other students. Doing so will minimally result in a ‘0’ on this assignment, as well as reports to the following: your academic advisor, the Chair of your major Division and/or Program, and the Academic Dean and the Dean of Students.

A few miscellaneous comments from the person who is going to grade your assignments.

- Although there are many ways to do it, most of your essays would benefit from a statement in the first paragraph that begins "In this essay I will demonstrate...." and then you need to remember to stick to that statement as you proceed through your essay. Pick something to prove and use examples from the articles to illustrate your points.

- Your essay should be organized as a discussion of the evidence. Don't just mention the evidence -- discuss it. And make sure your examples/discussion gets beyond a single article (utilize all the materials).

- I expect you to write every word of your papers that is not in quotes. Copying and pasting ANY material from the internet as your own writing or from your text will result in a zero on this assignment.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).
**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback**
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015