

**CASPER COLLEGE COURSE SYLLABUS**  
GNDR 2000 – Gender Studies Learning Service

**Semester/Year:** Fall 2015

**Lecture Hours:** .5-1

**Lab Hours:** 1-4

**Credit Hours:** 1-3

**Class Time:** TBD

**Days:** TBD

**Room:** TBD

**Instructor's Name:** Georgia Wheatley

**Instructor's Contact**

**Information:** BU210

Call during office hours. You may leave a message on my voice mail. E-mail is a very effective way of contacting me.

**Office Phone:** 268-2700

**Email:**

wheatley@caspercollege.edu

**Office Hours:**

**MW** 11:15-12:00 p.m.

**T** 10:15-12:30 p.m., 1:45-2:45 p.m.

**TH** 11:15 a.m.-12:30 p.m.

I'm also available on MW when I work in the FlexLab (BU404) from 12:00-3:00, and in the FlexLab on F from 9:00-12:00. Please come by if you have questions or need help with Moodle.

**Others** by appointment

**Course Description:** This course will provide students with the opportunity to apply their theoretical understanding of Gender Studies to practical and concrete situations in their community settings. Students will work in a variety of agencies including educational, political, and/or social service agencies; students will chose their site according to their interests and according to faculty recommendations. In addition to the on-site experience, students will meet regularly with the faculty and their classmates to share and analyze their service-learning experience and to engage in critical reflection about gender theory. This course may be repeated for a maximum of 3 credit hours.

**Statement of Prerequisites:** WMST 1080, GNDR 1000, PSYC 2490 or permission of instructor.

**Goal:** The goal of GNDR 2000 is to provide students with the opportunity to apply their theoretical understanding of Gender Studies to practical and concrete situations in their community settings. Specific goals include

1. Providing experience, exercises, and readings that allow the students to observe how gender and their majors and/or interests interact
2. Allowing students to work in community agencies whose work reflect their major and/or interest
3. Asking students to analyze the agency work through the lens of gender
4. Assessing the students' work using midterm and final evaluations from the agency
5. Assessing students' work and gender at the agencies using final papers written by the students.

**Outcomes:** Upon the successful completion of Gender Studies Service Learning, the student will:

1. improve their understanding of the relevance of gender studies to their chosen academic majors and recognize how gender is operational in their agencies
2. understand of the social construction of gender and the challenges of historic and contemporary activism
3. cultivate a better sense of public interaction
4. connect text readings with their lives in their communities
5. apply their theoretical knowledge to gain further insight about gender issues in society
6. Show improvement in critical thinking, problem solving, and communication skills
7. recognize the shifting and created aspects of gender along the lines of race/ethnicity, class, age, ability, orientation, and other characterizations

### **Course Objectives:**

The course objectives for this class are tied to the following Casper College General Education outcomes:

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities

### **Methodology:**

This course is based on “active learning” and “learner-centered” pedagogy. This means that the course is centered on the process of critical thinking and the uncovering of knowledge rather than on the memorization of facts. Both students and instructor have responsibilities within this structure.

### **Student Responsibilities:**

- Claim your education, not become a passive recipient of knowledge.
- Complete the readings thoughtfully and critically and come to class prepared to discuss them.
- Participate in in-class discussions and activities; the more you put into this course the more you'll get out of it.

- Teach and learn from each other.

### Instructor Responsibilities:

- Create meaningful learning environments for class dialogue, discussion, activities, etc.
- Aim to uncover course content and knowledge.
- Encourage a classroom environment that is conducive to learning.
- Elicit student discovery and construction of knowledge.

In a learner-centered classroom, the focus of the course is uncovering content. Class periods will include critical analysis of agency work, readings, and discussions. Students should come to class having read and taken notes on all assigned readings.

### Critical Analysis for Agency Work

As you complete your agency work, you will keep weekly detailed records of your observations and experiences. Journal entries may be typed or handwritten, but they must be neat, legible, and grammatically correct.

All entries should be written in complete sentences; make paragraphs to divide topics. At the beginning of each entry, note the date, time, day of week and location of your service. Each entry will include these topics:

1. Facts: What did you do this week at your service-learning site? Describe your visit in chronological order, from when you arrived to your departure. Report what you saw, heard and did. Also describe conversations, people's appearances, behaviors, etc., particularly as they reflect gendered behaviors.
2. Feelings: How did you feel about your activities and interactions this week? Describe your thoughts, feelings, expectations, fears, hopes, and anticipations. Write this as soon as possible after each visit, while your feelings are fresh.
3. Relation to course work: How do your activities and feelings relate to the theories and ideas you have learned in your Gender Studies courses? How do they relate to the assigned readings for this semester? Have your experiences been consistent with what you have learned in classes? Has it challenged ideas you had or broadened your thinking?

Your final entry should summarize what you have experienced over the course of the semester.

### Critical Analysis of Readings

All students will read the academic article listed below under "Required Texts." For the extra readings, find academic articles or book chapters related to the intersection of your agency, academic major, and interests. Prepare a brief synopsis of the article and analyze it critically. Be prepared to present your synopsis and analysis to the class.

As you read, consider the following critical questions:

- Purpose: Is the purpose well-stated, clear, and justifiable?

- **Question:** Is the question clear and unbiased? Does the expression of the question do justice to the complexity of the matter at issue? Are the question and purpose directly relevant to each other?
- **Information:** Does the writer cite relevant evidence, experiences, and/or information essential to the issue? Is the information accurate? Does the writer address the complexities of the issue?
- **Concepts:** Does the writer clarify key concepts when necessary? Are the concepts used justifiably?
- **Assumptions:** Does the writer show sensitivity to assumptions?
- **Inferences:** Does the writer develop a line of reasoning which explains well how the writer is arriving at the writer’s main conclusions?
- **Point of View:** Does the writer show sensitivity to alternative relevant points of view or lines of reasoning? Does the writer consider and respond to objections framed from other relevant points of view?
- **Implications:** Does the writer show a sensitivity to the implications and consequences of the position the writer is taking?

(Adapted from Kerby, Molly. “Introduction to Women’s Studies”. 2008. Western Kentucky University. < <http://www.wku.edu/~molly.kerby/fall08syllabus.doc>>.)

A student’s grade is based on the following components:

- attendance and participation in class sessions
- weekly journal entries
- class readings and analysis
- final report (question formulated by the agency)
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Because the credit earned in the class is variable, the required course and agency work is also variable. The following table describes the requirements for 1, 2, and 3 credits.

	<b>1 credit</b>	<b>2 credits</b>	<b>3 credits</b>
<b>Work at Agency</b>	20 hours per semester	40 hours per semester	64 hours per semester
<b>Required Course Sessions</b>	Attend 5 consecutive class sessions	Attend 10 consecutive class sessions	Attend 15 consecutive class sessions
<b>Required Readings</b>	Select 1 extra reading	Select 2 extra readings	Select 4 readings

**Evaluation Criteria:** The final grade will consist of a total point system based on agency work, weekly journals, classroom activities, and final paper. The following scale is used:

A 90-100%      B 80-89%      C 70-79%      D 60-69%

**Required Text, Readings, and Materials:**

none

**Class Policies:** Successful completion of the course requires timely adherence to the schedule outlined in the class handouts.

**Last Date to Change to Audit Status or to Withdraw with a W Grade:** November 12, 2015

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

**ADA Accommodations Policy:** If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

**The instructor reserves the right to change the syllabus and outline as necessary.**