Syllabus
School for New Learning

1. Course #HC 178 Gender at Work Winter 2017

2. Instructor: Elisabeth Lindsay-Ryan
elindsay@depaul.edu
773-865-4952

3. Course Dates: Wednesdays, January 11th- March 8th 5:45-9:00PM
4. Course Location: Loop

5. Course Description

Have you ever heard… “Sugar and spice and everything nice. Boys will be boys. Don’t’ be bossy. Be a Real Man. Butch. Sissy. Nag. Man up. She is playing hard to get. He is whipped. You can have it all. She thinks she is all that. Working Mom. Stay at Home Dad. Bachelor. Old Maid. Protector. Provider. Nurturer…”

Still think gender doesn’t’ impact you? Think it is just a woman’s issue? 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. The change in the economy has thrown many of us into unchartered territory as we try to reorganize our relationships and our families to survive. This course will explore how gender influences 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 of their own personal experience.

6. Learning Outcomes, Competencies, and/or Objectives

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.

**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 analyse 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.

### 7. Learning Strategies & Resources

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 D2L.

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*
- Derrick Jensen, *The Culture of Make Believe*
- Allan Johnson, *The Gender Knot: Unraveling Our Patriarchal Legacy*
- Mary Ann Lamanna and Agnes Riedman, *Marriages and Families: Making Choices in a Diverse Society*
- Peggy Orenstein, *Flux*
- Peggy Orenstein, *Cinderella Ate My Daughter*
- Robyn Ryle, *Questioning Gender*
- Rachel Simmons, *Odd Girl Out*
Deborah Tannen, You Just Don’t Understand
Deborah Tannen, Talking from 9 to 5: Women and Men at Work

Blogs:
http://msmagazine.com/blog/2013/06/05/kids-toys-more-gendered-than-ever/
http://m.theatlantic.com/health/archive/2013/09/my-son-wears-dresses-get-over-it/279333/
http://www.salon.com/2013/09/25/5_ways_america_tells_boys_not_to_be_girly/
http://findingwalden.com/2013/12/how-to-tell-if-a-show-is-for-boys-or-girls/
http://touch.latimes.com/#section/-1/article/p2p-78676055/
http://m.today.com/moms/brink-many-working-moms-falling-apart-author-says-4B11184706
http://m.huffpost.com/us/entry/4521078?ncid=edlinkusaolp00000009
http://mochadad.com/2013/06/marriage-viewpoints-its-not-about-the-nail/
http://beyondbabymamas.com/2013/06/10/the-golden-opportunity-sexuality-the-deconstruction-of-the-baby-mama-mythology/
http://www.huffingtonpost.com/mobileweb/charles-clymer/woman-should-not-be-another-word-for-sex_b_3307013.html
http://natepyle.com/seeing-a-woman/
http://www.huffingtonpost.com/carina-kolodny/the-conversation-you-must-have-with-your-sons_b_3764489.html?utm_hp_ref=fb&src=sp&comm_ref=false
http://www.spectraspeaks.com/2013/03/womensdaytomboys-masculinity-and-sisterhood/
http://www.salon.com/2013/07/05/what_men_want_america_delivers/
http://oliviacole.wordpress.com/2013/10/08/chris-brown-and-a-nation-of-raped-boys/
http://thegrio.com/2013/12/03/fasttailedgirls-hashetag-has-a-painful-history-behind-it/

8. Learning Deliverables
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 3-4 page response on the experience due February 22nd (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 3-4 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.**

9. **Assessment of Student Learning**

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, fulfilment of assignments, engagement in class discussion, and overall active participation in the learning process.

10. **Grading Criteria & Scale**

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<td><strong>Journal</strong></td>
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<td><strong>Attendance and Participation</strong></td>
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<td><strong>Gender Event</strong></td>
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<td><strong>Final Project</strong></td>
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Grade Scale:

A =100-94
A- =93-90
B+ =87-89
B =86-84
B- = 83-80
C+ = 77-79
C = 76-74
C- = 73-70
D+ = 69-67
D = 66-64
D- = 63-60
F = Below 60

11. Course Schedule

Week One- 1/11
Introduction to Course
Defining Gender

Week Two- 1/18
Psychosocial Development
Families
Educational Environments
Readings:
Lamanna and Riedman Marriages and Families (pp. 87-94, 97-115)
Deborah Tannen, You Just Don’t Understand (pp.43-48)
Linda Babcock and Sara Laschever Women Don’t Ask (pp.68-78)
Robyn Ryle, Questioning Gender (pp.147-152)
Terrence Real, I Don’t Want to Talk About It (pp.302-303,307-310)
Peggy Orenstein, Cinderella Ate My Daughter (pp.13-18,21-23, 33-39, 59-65)
Allan Johnson, The Gender Knot: Unraveling Our Patriarchal Legacy (pp. 85-90)
Robin DiAngelo, What Does it Mean to Be White? (pp. 15-18)

Choose 4 of the following:
http://msmagazine.com/blog/2013/06/05/kids-toys-more-gendered-than-ever/
http://m.theatlantic.com/health/archive/2013/09/my-son-wears-dresses-get-over-it/279333/
http://www.huffingtonpost.com/2014/12/03/dangerous-lessons-from-sexist-shirts_n_6102096.html
http://www.slate.com/articles/technology/bitwise/2014/12/women_in_tech_and_the_sciences _how_to_make_sure_your_daughter_knows_she.single.html
Assignment: Journal # 1

Week Three - 1/25
Conflict Styles
Aggression
Films: Breakfast Club, Mean Girls, Odd Girl Out
Readings:
Rachel Simmons, Odd Girl Out (pp. 15-38)
Allan Johnson, The Gender Knot: Unraveling Our Patriarchal Legacy (pp. 52-63, 90-95)

Assignment: Journal # 2

Week Four - 2/1
Communication Styles
Readings:
Deborah Tannen, You Just Don’t Understand (pp. 50-52, 74-95)
Sheryl Sandberg, Lean In (pp.78-92)
Deborah Tannen, Talking from 9 to 5 (pp.160-162, 164-166, 169-172, 175-188, 195-203)
http://time.com/2895799/im-sorry-pantene-shinestrong/

Assignment: Journal # 3

Week Five -2/8
Work Communication
Authority
Leadership Styles
Negotiations
Working Girl
GI Jane
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)
Terrence Real, I Don’t Want to Talk About It (pp.322-323)
Mahzarin Banaji, Blind Spot: Hidden Bias of Good People (pp.111-122, 146-148)
Sheryl Sandberg, Lean In (pp.20-25, 34-38, 41-51)
Salon.com Rocket Scientist Obit
Assignment: Journal # 4, Final Project Topic

Choose 4 of the following:

http://www.theguardian.com/film/2014/apr/03/films-bechdel-test-more-profitable
http://touch.latimes.com/#section/-1/article/p2p-78676055/
http://www.forbes.com/sites/glennllopis/2014/02/03/the-most-undervalued-leadership-traits-of-women/

Week Six- 2/15
Gender in the Workplace
Work/Life Balance
Childcare/ Eldercare
Up in the Air
Misrepresentation

Readings:
Peggy Orenstein, *Flux* (pp.15-24)
Robyn Ryle, *Questioning Gender* (pp.372-379)
Sheryl Sanberg, *Lean In* (pp.98-120)
CNN.com *It’s working ‘parents’ not just mothers*
Babble.com *Mommy Wars*
Robin DiAngelo, *What Does it Mean to Be White?* (pp. 133-149)
Brigid Schulte, *Overwhelmed* (pp.71-96, 172-204)
Debora Spar, *Wonder Women* (pp. 173-201)

Assignment: Gender Event Assignment Due

*Choose 2 of the following:*

http://m.today.com/moms/brink-many-working-moms-falling-apart-author-says-4B11184706
http://www.foreignpolicy.com/articles/2014/02/21/recline_why_leaning_in_is_killing_us_sheryl_sandberg
http://www.huffingtonpost.com/robin-korth/sex-over-50_b_5563576.html?ncid=fcbklnkushpmg00000039

Week Seven- 2/22
Relationships
*Film: The Break Up, Think Like A Man*

Readings: Peggy Orenstein, *Flux* (pp.24-40, 99-120)
Robyn Ryle, Questioning Gender (pp.225-236)  
Terrence Real, I Don't Want to Talk About It (pp.318-320)  
Assignment: Journal # 5

Choose 1 of the following:

http://m.huffpost.com/us/entry/4521078?ncid=edlinkusaolp00000009  
http://mochadad.com/2013/06/marriage-viewpoints-its-not-about-the-nail/  
http://beyondbabymamas.com/2013/06/10/the-golden-opportunity-sexuality-the-deconstruction-of-the-baby-mama-mythology/

Week Eight- 3/1  
Pornography  
Unhealthy Relationships/Sexual Harassment/Sexual Assault/Relationship Violence  
Readings: Derrick Jensen, The Culture of Make Believe (pp.44-45, 152-153,206-224)  
Robyn Ryle, Questioning Gender (pp.180-188, 454-457)  
Wilson, Gutierrez, Chao, Racism, Sexism, and the Media (pp.143-149)  
Allan Johnson, The Gender Knot: Unraveling Our Patriarchal Legacy(pp. 63- 66)  
http://mic.com/articles/94328/8-photos-that-prove-these-women-against-feminism-still-need-feminism

Choose 8 of the following:

http://www.huffingtonpost.com/mobileweb/charles-clymer/woman-should-not-be-another-word-for-sex_b_3307013.html  
http://natepyle.com/seeing-a-woman/  
http://www.huffingtonpost.com/carina-kolodny/the-conversation-you-must-have-with-your-sons_b_3764489.html?utm_hp_ref=fb&src=sp&comm_ref=false  
http://www.spectraspeaks.com/2013/03/womensdaytomboys-masculinity-and-sisterhood/  
http://www.salon.com/2013/07/05/what_men_want_america_delivers/  
http://thegrio.com/2013/12/03/fasttalledgirls-hashtag-has-a-painful-history-behind-it/  
https://medium.com/human-parts/a-gentlemens-guide-to-rape-culture-7fc86c50dc4c  
Assignment: Journal # 6

Week Nine 3/8
Where do we go from here?
http://www.buzzfeed.com/summeranne/30-healthy-ways-to-teach-kids-about-consent

Assignment: FINAL PROJECT DUE

12. Course Policies
This course includes and adheres to the college and university policies described in the links below:
Academic Integrity Policy (UGRAD)
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

13. Course Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

14. Instructor Brief Bio
Elisabeth “Biz” Lindsay-Ryan is a diversity professor, trainer and consultant. She has been a member of the Part-Time Faculty at DePaul University’s School for New Learning since 2004, where she teaches classes on Civic Engagement, Diversity, Gender and Agents of Change. Her classes give students an opportunity to reflect on their personal experiences as they go beyond understanding critical theories about power and privilege and explore what it means to apply these concepts in their own lives. Students embark on a journey that includes becoming more aware of the experiences of others and developing the tools to be more culturally competent. She was selected in 2008, 2012 and 2015 as a featured facilitator to present her best practices for student engagement to her faculty colleagues during faculty development conferences and was
selected for the 2014 Excellence in Teaching Award at DePaul University. As a consultant Biz has worked with numerous educational institutions and companies in building capacity for diversity and inclusion within their culture by providing facilitation, curriculum development, policy evaluation, assessment, and strategic planning with administrators, managers, employees, teachers, students and parents. Biz has also engaged in extensive work with schools and school districts on school climate and helping schools create a positive and sustained environment where all constituents feel safe, welcomed, respected and valued in order to reach their fullest potential. She has facilitated diversity and inclusion work in a multitude of organizations including government entities, corporations, non-profits and educational institutions at every level from preschool through university.

She completed her Master of Arts at DePaul University in Human Services and Counseling and holds a Bachelor of Arts at DePauw 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 for nearly a decade where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. During her time with the LGBT Support Network she spearheaded efforts to secure support and funding for the LGBT Center, change university policies to include gender identity and inclusion and provide Safe Space training for over 1000 constituents. She has been involved as a volunteer, an activist, Board Member, Trainer, Advisor and Consultant with over 150 organizations addressing a range of issues from sexual assault 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 wife Becca, her daughters Katie and Harper, her son Jack, and her dog Dayton.