

ARIZONA WESTERN COLLEGE
SYLLABUS

FAS 204 GENDER RELATIONS

Credit Hours: 3 Lec: 3General Education Course: WI (Writing Intensive)
C (Ethnic, Race, Gender Awareness)

PREREQUISITE: ENG 101

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

This course analyzes and illustrates how the social construct of gender not only is a significant force in determining social and familial expectations of men and women, but also how gender is a key factor in determining one's own self-concept and identity. Different theoretical perspectives on gender development will be explored, along with an examination of how race, social-class, economics, education, politics, and sexual orientation influence gender.

1. COURSE GOALS

- 1.1 Explain how gender and familial expectations and structures influence each other
- 1.2 Differentiate between the biology of sex, and the social construct of gender.
- 1.3 Discuss gender diversity within the United States, and other global cultures and communities.
- 1.4 Explain how gender can be used to both discriminate and reward in social, political, economic, educational, and domestic arenas.
- 1.5 Identify the changes that gender roles have undergone throughout history.
- 1.6 Describe ethnic, racial, and gender influences on a person's life and relationships.
- 1.7 Discuss cultural pluralism and way to resolve existing conflicts in personal lives and society as a whole.

2. OUTCOMES

Upon successful completion of this course, students will be able to:

- 2.1 explain the differences between sex and gender.
- 2.2 illustrate how the family is the primary socializing unit in conveying gender roles to children.
- 2.3 illustrate how families use gender to define themselves and the varying roles and tasks which are associated with the family as a unit.
- 2.4 demonstrate how various social institutions use gender as an avenue to both reward and discriminate.
- 2.5 explain various legal cases and laws associated with gender issues and the changes that have taken place with time.
- 2.6 define the difference between sexual orientation and gender.
- 2.7 list various theories on gender development and explain how they influence identity.
- 2.8 explain societal conceptions and attitudes about gender.
- 2.9 describe feminist theory and its influence on the definition and structure of the family.
- 2.10 generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Create content in a digital environment

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.3 SCIENTIFIC LITERACY

- Distinguish between a scientific hypothesis and scientific theory
- Describe the scientific method as a process
- Utilize data to communicate and apply an understanding of scientific logic and/or quantitative reasoning
- Analyze an article in popular literature that pertains to science and interpret the findings in terms of public policy, personal experience, or daily life

3.4 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Identify and explicate successful models of civic discourse at the local, national, and global levels
- Develop strategies beyond the classroom to address local, national, and global issues
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

4. METHOD OF INSTRUCTION

4.1 Discussions

4.2 Lectures

4.3 Writing assignments

- 4.4 Instructional technology
5. LEARNING ACTIVITIES
- 5.1 Reading
- 5.2 Writing
- 5.3 Discussion
6. EVALUATION
- 6.1 Exams and quizzes
- 6.2 Essays
- 6.4 At least 33% of the student's grade in the course will be based on written discourse consisting of a minimum of 3000 words or about 12 pages of revised writing.
7. STUDENT RESPONSIBILITIES
- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.
- Students who have enrolled but have never attended class may be issued a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.
- For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
- Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course