

THE UNIVERSITY OF NEW MEXICO—VALENCIA CAMPUS (SPRING 2024—ONLINE 8-WEEK)
SYLLABUS FOR INTRODUCTION TO WOMEN, GENDER & SEXUALITY
GNDR 2110 SECTION 501 (3-CREDIT) / CRN #62358 (1/16/24 – 3/10/24)



Professor: Dr. Julia Wai-Yin So (the best way to reach me is via Canvas)
Zoom drop-in hours: T/R 8:30 – 9:00 AM ([Zoom link](#)) or by appointments.
Emergency contact: 505-925-8600 during regular office hours (MDT)

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About this syllabus

This syllabus is your roadmap to your course success. It has a color and black & white version, to meet your preference. Please save this syllabus to your desktop or print a hard copy, so it is handy for you to refer to it frequently for topics covered under each unit, assignment due dates, and allocated grades for each assignment. The table of content to the right facilitates your search for topics.

Hi and Hello

I am your instructor for this course--Julia Wai-Yin So. Please call me Dr. So, although I am the kind of doctor that has no patients. I am of Chinese ancestry and my Chinese name is 蘇惠賢. The first character 蘇 (So) is my family name. It means mint as well as to revive.

The next two characters 惠賢 (Wai-Yin) are my first name which means intelligent and virtuous. Julia is my baptismal name. It means youthful. Do you know the meaning of your name?

A native of Hong Kong, I came to the U.S. in 1980. I first lived in Connecticut for two years and later in Texas for 26 years before moving to NM in 2008. Prior to migrating to the U.S., I had also lived in Japan and Ecuador for 6 and 2 years respectively.

When I was a community college student, I took an intro course in psychology and one in sociology. Fascinated with sociology, I moved on to earn my BA (graduated *summa cum laude*) and MA in sociology. My doctoral degree is in Political Economy and Public Policy which is a multi-disciplinary degree in political science, economics, and sociology. My dissertation compares the academic performance of four racial/ethnic groups of high school students with respect to their labor force participation.

Today, my primary interest remains in the academic performance of students, though focuses on college students. This passion drives my teaching philosophy which is to help students learn and cultivate a habit of critical thinking--an essential skill that helps you survive and thrive in today's society. In general, learning is about expanding our worldview and enriching our perspectives, not to mention improving the community we live in. It is an intellectual process that involves reading, writing, observing, discussing, and thinking critically. To reap the most benefits out of this course, I encourage you to reflect on your understanding of the course material as we examine the social world around us while applying the knowledge gained to your daily lives.

My role as your instructor is to facilitate your learning. As we learn together, I welcome you to share your experience with one another. How much you learn in this course depends on the amount of work you put into it; and hopefully, you will have fun while doing it. Enjoy the ride and not to worry too much about the grade. It is only one indicator of your course performance. It does not define who you are!

A statement of respect

I would like to express my commitment to be respectful to everyone in this class and to embrace equity, diversity, and inclusivity including gender and gender-identity, sexuality, race, ethnicity, religion, culture, and national origins. I would also like to ask everyone to do the same. Some topics that we will be discussing can be sensitive or embarrassing, and even emotional, especially when we are reminded of our own experiences. I would like to gently remind everyone that what is said in this course remains in the context of this class and is solely for the purpose of academic discourse and fostering a more inclusive learning environment. Thank you!

What is this course about?

Reading, writing, and critical thinking are essential in this **college course**. Designed to introduce you, the student, this course introduces you to key concepts, debates, and analytical tools informing Women's, Gender, and Sexuality Studies (GNDR). As an interdisciplinary field of study and a foundation course in the study of GNDR, this course employs academic perspectives from a range of disciplines and theoretical approaches. It also incorporates lived experience and social location into its object of analysis. Through readings, videos, and assignments, you will learn how gender and sexuality are shaped by different networks of power and social relations and how the intersections of race, class, disability, national status, and other categories of identity and difference are central to the understanding of GNDR. Other areas of focus include gender and sexuality in relation to social, cultural, political, creative, economic, or scientific discourses.

What are the required textbook & materials?

1. [Introduction to Women, Gender, Sexuality Studies](#). This is an open-source textbook (i.e. it is free). Please click at the book cover below and the browser will take you to the publisher's website where you can download the textbook.



2. A [valid UNM email address](#) is required.
3. Individual personal account to access (a) [Films on Demand](#) from UNM-Valencia Library (login ID is Valencia1 and password is library) and (b) [Kanopy](#) (please contact Valencia Library @ 505-925-8990 to set up an individual account).
4. If you prefer keeping records of any hard copy for this course, please keep a one-inch 3-ring binder & one pack of 4-tab dividers to organize the syllabus, your notes, handouts, and assignments by 3 units.
5. If you prefer keeping electronic files of all the course materials, please create an e-folder for this course and three sub-folders with one sub-folder for each unit.
6. As an online course, all learning activities and assignment submissions will occur in Canvas. Please be sure you have **internet access** with **adequate Wifi-band**, so you can complete this course successfully.

What will I be learning?

At the end of the semester, when you do your part as a student, you will be able to:

COURSE LEARNING OUTCOMES ON CONTENT	COURSE LEARNING OUTCOMES ON ESSENTIAL SKILLS ¹
<ol style="list-style-type: none"> 1. Describe foundational concepts, theories, and approaches to gender and sexuality in conjunction with contemporary social justice movements such as feminism. (CLO 1) 2. Describe the range of social and political forces that shape and are shaped by gender, sexuality, race/ethnicity, and other intersecting categories of identity. (CLO 2) 3. Demonstrate the ability to conduct intersectional analysis. (CLOS 3) 4. Develop and improve skills in reading, critical thinking, academic writing, and public speaking. (CLO 4) 	<ol style="list-style-type: none"> I. Communication <ul style="list-style-type: none"> – Demonstrate clarity when you express yourself: <ul style="list-style-type: none"> · Clear verbal communication with peers & instructor. · Clear written communication in discussion boards & reflection learning journals. – Demonstrate your competence to: <ul style="list-style-type: none"> · Read & analyze reading assignment. · Evaluate & present arguments. II. Critical Thinking – demonstrate your competence in the following areas: <ul style="list-style-type: none"> • Problem setting – identify a problem. • Evidence acquisition – collect data to describe the problem and to propose solutions to solving the problem. • Evidence evaluation – evaluate the data collected to substantiate your argument for a problem and your proposal to solve the problem. • Making an argument & drawing conclusion. III. Personal & Social Responsibility – demonstrate your competence in the following areas: <ul style="list-style-type: none"> • Intercultural understanding and competence • Explain & work with issues pertaining to human activities. • Ethical reasoning on human problems. • Teamwork & collaboration skills. • Civic knowledge, discourse & engagement.

A table showing the learning outcomes of the course

How should I behave in class?

Students are reminded to not engage in any behaviors that “affect adversely the University’s educational function...or...interfere with the rights of others to pursue their education, to conduct their

University duties and responsibilities or to participate in University activities” per [UNM policy](#).

¹ The three areas of essential skills are required by the Higher Education Department in New Mexico.

Mutual respect is highly encouraged and expected between students as well as between you and me, your professor.

In an effort to meet obligations under Title IX, UNM faculty are considered “responsible employees” by UNM. This designation requires me to report to the Title IX Coordinator at the Office of Equal

Opportunity (oeo.unm.edu) at the UNM-Albuquerque Campus any gender discrimination disclosed to me. This includes sexual harassment, sexual misconduct or sexual violence made to another student or a faculty member. Read more information on the [campus policy regarding sexual misconduct](#).

Academic Honesty includes being honest “in quizzes, tests, or assignments; claiming credit for work not done by you or done by others; hindering the academic work of other students” and **Plagiarism**—an academic theft. It is when you copy an idea or any text that is more than six words from any source, including the Internet or your friends, without citing the source. To avoid plagiarism, be sure to enclose whatever you copy in quotation marks and **cite the source, including GPTChat**. According to UNM policy, any student suspected of academic dishonesty will be subject to the investigative and [disciplinary process of UNM](#).

I take academic honesty very seriously. When you behave otherwise, you will be dropped from the course and a report will be submitted to the Instruction Dean. The same report will be kept in the student’s academic file.



Why should I do my work?

Submitting completed assignments on time and participating in all the learning activities will help your understanding of course materials and thus ensure your success in this course. **If you are on financial aid, passing this course will help you keep your future eligibility for financial aid.**

Late Assignment

All assignments are due at 11:59 PM on their due dates. Please check the course schedule on page 8 of this syllabus. No extensions are granted, unless under extenuating circumstances.

Where can I get IT help?

If you encounter IT related issues, please contact Valencia’s IT at 505-925-8911. You may visit the [Student Online Learning Resources](#) for additional information. For specific questions relating to *Canvas*, please call UNM-Albuquerque Campus at 505-277-5757 or visit [UNM Canvas](#).

What do we expect of each other?

This is a college course—it requires reading, writing, and critical thinking. If you dislike

reading and/or writing, this is your opportunity to cultivate such habits. This course is also your

opportunity to acquire the habit of being a critical thinker. Each week, you are required to read between 30 and 50 pages of reading assignments.

YOU CAN EXPECT ME TO ...

- not accept work that is not typed.
- return all assignments in two weeks.

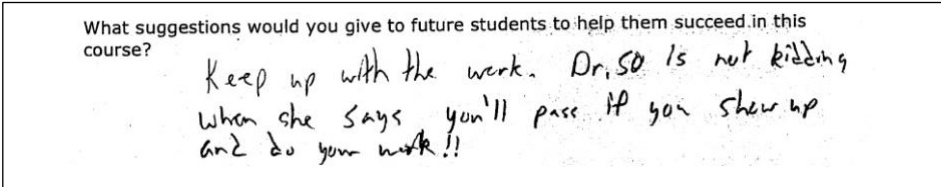
COMMUNICATION WITH ME

- The best way to reach me is via the email tool in Canvas. I will respond within one business day.
- Make an appointment with me in advance to reduce your waiting time at the student/ Zoom drop-in hours.



To excel in this class, I highly encourage you to follow the directions of each assignment and submit your work on time.

How is my work graded?



TO EXCEL IN THIS CLASS, I HIGHLY RECOMMEND YOU...

spend a minimum of nine hours per week on learning activities pertaining to this course. These activities include (1) completing the Team Learning Activities

Sheet (Team LAS) with your assigned team, (2) submitting the course journal. **I am unable to read hand-written assignments, please submit all works in typed format.**

Self-introduction (required assignment with 10 points extra credits)	
One reflective Journal (individual learning)	100 (20%)
<u>4 Team Learning Activities Sheet (individual + team learning)</u>	<u>400 (80%)</u>
Total	500 (100%)

4 (TLAS) Team Learning Activities Sheet (400 points)

80% of your course grade comes from the 4 Team Learning Activities Sheet. Please put in your best effort. You will complete the assignment independently and discuss the answers with your assigned team to agree on the answers to the assignment. Be sure to follow instructions on the assignment. If you do not like to work with others, this is your opportunity to learn to work with others. Each TLAS is worth 100 points.

REFLECTION LEARNING JOURNAL (100 POINTS)

Instead of exams, one Reflection Learning Journal is required for this course. Worth 100 points, the **journal requires at least 1,500 words (about 5 pages with 12-point font double-spacing)** and address the questions on the assignment sheet. A grading matrix is provided for the journal.

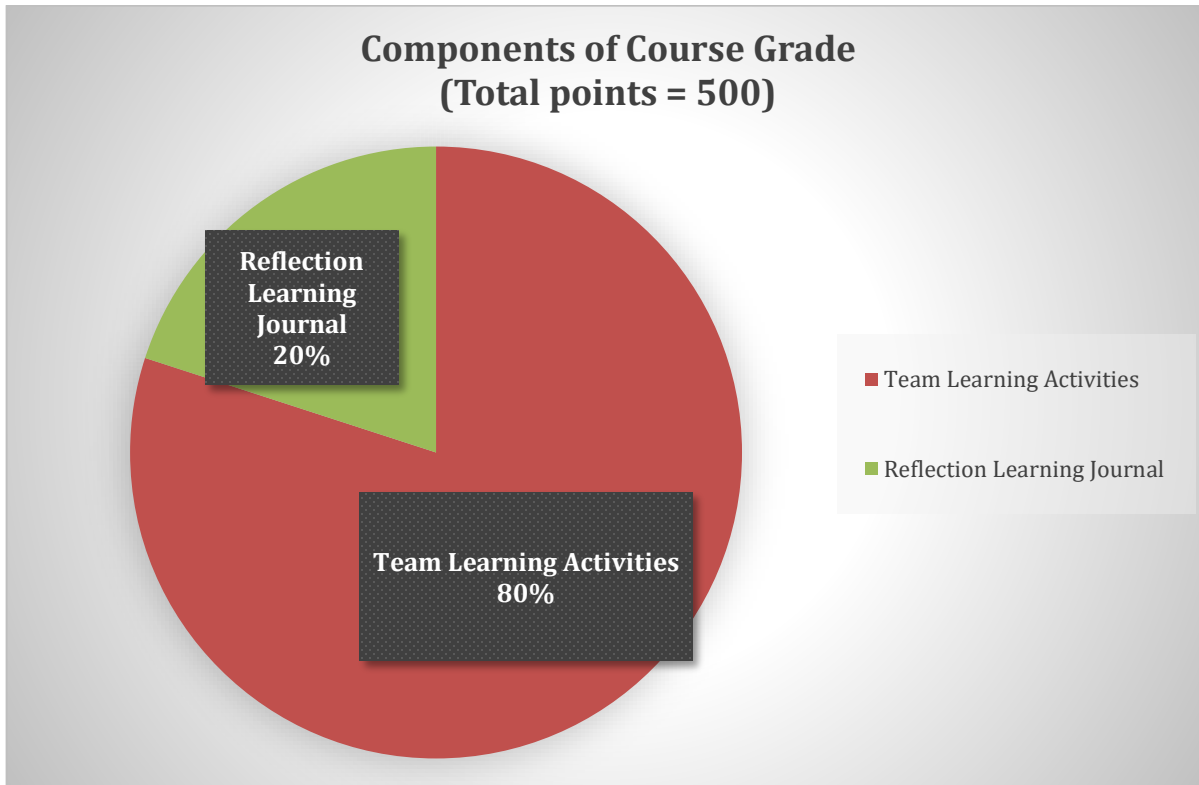


Figure 1: A pie chart showing the components of course grade.

* Students must complete all course requirements to earn credit for the course. Those who fail to complete the requirements will be assigned an “F”. To protect students’ privacy, grades will only be given out face to face. The final letter grade will be posted on LoboWeb. It is based on the following:

99 - 100	A+
90 – 98.9	A
87 – 89.9	B+
80 – 86.9	B
77 – 79.9	C+
<u>72 – 76.9</u>	<u>C*</u>
67 – 71.9	D+
60 – 66.9	D
Less than 60	F



Please note that any grade less than a 72 is a failing grade.



Figure 2: Discuss Group

Course Schedule of Learning Activities

Unit I The Study of Women, Gender Sexuality – Framework & Concept

Wk	Date	Topics/Assignments
1	1/15 (M)	Martin Luther King Day (campus closed)
1	1/15 (M)	First day of virtual class Log on to Canvas to find out your Team’s name and its members Exchange contacts with your Team members and arrange a meeting date with all the Team members to work on all 4 Team LAS Bookmark the link to or download the open-sourced textbook. Download Team LAS 1 and begin working on it individually Download the Student Intake Form. Complete and submit the Form
	1/19 (F)	Complete the first part of your Self-Introduction in Canvas. Complete & submit the Student Intake Form (5 pts extra credit toward TLAS 1 when submit on time) Census Day – last day to drop without “W” grade
2	1/21/(Su)	Complete the second part of your Self-Introduction in Canvas
	1/22 (M)	Begin completing Team LAS 1 with your team
	1/27 (Sa)	Submit Team LAS 1– due by 11:59 PM

Unit II The Binary System and Constructions of Differences

Wk	Date	Topics/Assignments
3	1/28(Su)	Download Team LAS 2 and begin working on it individually
4	2/5 (M)	Begin completing Team LAS 1 with your team
	2/10 (Sa)	Submit Team LAS 2– due by 11:59 PM

Unit III Institutions, Culture, and Structures

Wk	Date	Topics/Assignments
5	2/11 (Su)	Download Team LAS 3 and begin working on it individually
6	2/19 (M)	Begin completing Team LAS 3 with your team
	2/24 (Sa)	Submit Team LAS 3 – due by 11:59 PM

Unit IV Gender & Work / Feminist Movement

Wk	Date	Topics/Assignments
7	2/25 (Su)	Download Team LAS 4 and begin working on it individually
8	3/4 (M)	Begin completing Team LAS 4 with your team
	3/9 (Sa)	Submit Team LAS 4 – due by 11:59 PM
9	3/10 (Su)	Submit Course Reflection Journal – due by 11:59 PM

***Your Success in this Course Depends on YOU!
Your Success in Life Also Depends on YOU!***

Where can I get help?

(Info accessed from UNM-Valencia website on 1/7/2024)

VETERAN SUPPORT SERVICES: If you are a veteran, I strongly encourage you to **identify yourself to me**, especially if you seek awareness for or need accommodations. For additional assistance, please contact Joseph Burgess at 505-925-8568 or jburgess@unm.edu

SUPPORT SERVICES FOR STUDENTS WITH DIFFERENT NEEDS: In accordance with [University Policy 2310](#) and Americans with Disabilities Act (ADA), if you are a **student with documented physical or learning disability**, please contact me as soon as possible to make necessary accommodations. If you have special need and require accommodation in the classroom or other academic settings, it is **your** responsibility to contact the [Office of Equal Access Services](#) at 505-925-8840.

Accommodation for Spiritual Tradition and/or Faith-based Observance

Please notify me of your obligations to spiritual tradition or faith affiliation. Reasonable accommodation for such observances, upon request in advance, will be considered.

Citizenship and/or Immigration Status:

I welcome all students in this class regardless of citizenship, residency, or immigration status. I respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are generally excused with reasonable notice to me, as noted in the attendance guidelines above. UNM has made a [core commitment](#) to the success of *all* our students, including members of our undocumented community.

Safe Zone Areas

Located throughout the campus, these Safe Zone areas offer a safe space for LGBTQI students to share a conversation. You are always welcome in my office.



Universal Design for Learning Principles (UDL)

To create a more inclusive learning environment, I try my best to employ Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of representation, expression and engagement during lesson development in order to effectively reach the widest possible number of students from the outset, rather than through individual "retrofits" of instruction and assessment.

I am an Ally of NM Dream Team



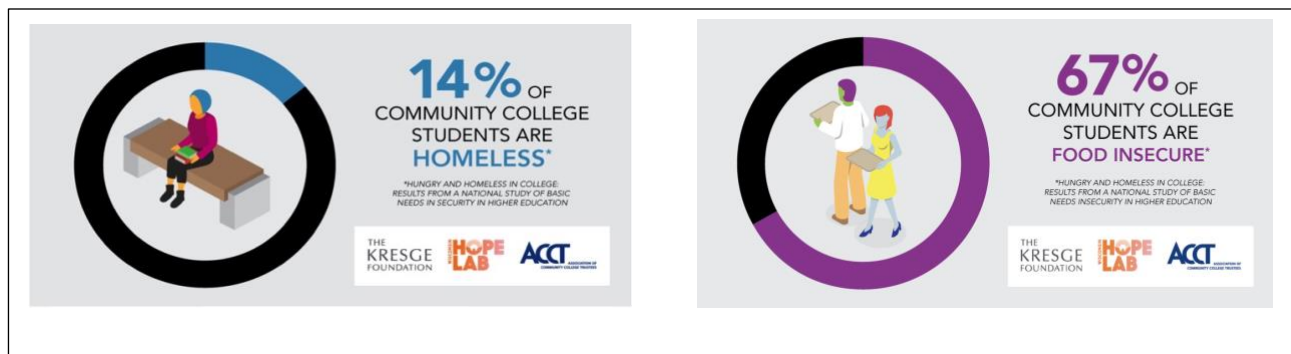
GENDER NEUTRAL RESTROOMS

They are three: two are inside the Writing Center and the third one is next to the elevator between the Nursing Education Center and Student Community Center.



For

If you have difficulty affording groceries or accessing sufficient food to eat every day or securing a safe and/or a stable place to live, please **contact PASOS Resource Center at PASOS@UNM.EDU or 505-925-8546** for support. Furthermore, if you feel comfortable letting me know of your situation, not only will I respect your privacy, but will also share any resources that I know of.



Course/Campus Resources:

Course/Campus Resources:

- [Campus Police](#): (505) 925-8570
- [Equal Access Services](#): (505) 925-840
- [Career Services](#): (505) 925-8840
- Veteran Support Services: 505-925-8568
- [Technology Support](#): (505) 925-8911
- [Testing Center](#): (505) 925-8560
- [The Learning Commons](#): tutor@unm.edu
- [Valencia Library](#): (text – 505-916-1647)
- Veteran Support Services: Joseph Burgess at 505-925-8568
- [The Wellness Center](#): (505) 925-8830
- [The Writing Center](#): (505) 925-8548
- Download LoboGuardian & be safe: <https://loboguardian.unm.edu/>
- Stressed? Call Agora Crisis Center at 505-277-3013 or 855-505-4505