

THE UNIVERSITY OF GEORGIA

ECHD 3010: GENDER ISSUES IN COUNSELING AND HUMAN DEVELOPMENT

FALL SEMESTER 2004

Time: Tuesday & Thursday 3:30 to 4:45pm

Instructor: Noelle Savatta, M.A.

E-Mail: nsavatta@uga.edu

Office Hours: By appointment

Required Textbook & Readings:

Bailey, S. (2002). *The Jossey-Bass Reader on Gender in Education*. San Francisco, CA: Jossey-Bass.

In addition articles will be assigned throughout the semester. These will be available at the Curriculum Materials Center, 207 Aderhold Hall.

Course Description:

This course is designed to enhance students' understanding of gender influences and to explore the psychological and sociological contexts of gender. Students will be introduced to theoretical constructs such as identity development in order to increase awareness of the relevance of gender issues in psychological research and practice. Topics will be explored both intellectually and personally in order to develop a comprehensive understanding of gender issues in counseling and human development.

Course Objectives:

1. To discuss the relevance of gender from an individual, group, and global perspective.
2. To explain the theoretical and practical models pertaining to gender issues in counseling and human development.
3. To become familiar with research related to gender issues.
4. To utilize critical thinking skills.
5. To expand awareness of contemporary gender issues.
6. To increase self-awareness around gender issues.

Course Format:

The syllabus provides an overview of the topics to be addressed this semester. *Adjustments may be necessary in order to accommodate student interests.* The course includes didactic content, experiential elements and personal reflection. It will be facilitated in a manner to provide a safe, open environment for students to participate in class discussions, explore class material, and address issues or concerns in a group setting. Group discussion and active participation are

essential to meeting the objectives of the course. Students are expected to be respectful and open to diverse views in this collective learning environment. In addition students are expected to engage in honest self-evaluation.

Course Requirements:

Class Participation:

Class participation is essential in order to fulfill the requirements and objectives of the course. Participation will be assessed by your successful completion of weekly readings and assignments, asking questions, and participating in productive and thoughtful dialogue during class. Please note that attendance and punctuality are fundamental aspects of participation. (25 points)

Weekly Journal:

Journals will be used to record your thoughts, questions, ideas, etc. to readings, assignments and class activities. Be sure to integrate your writing with experiences and insight that have furthered your understanding of gender issues. Your journal should not be a summary of your work in or outside of class. Instead it should be a critical commentary from your active reflection and reaction to your involvement during the semester. Each journal reaction should be typed and 1-2 pages in length. A hard copy of your journal is due every Tuesday at the beginning of class (no emails please). (25 points)

Research Paper:

Your research paper should be on a topic related to gender that is of particular interest to you. An outline of your paper topic should be turned into the instructor for approval no later than Thursday, October 14 (three weeks before due date). The paper should be APA format, 6 pages typed and double-spaced with correct grammar and punctuation. It should include at least 8 academic references. (25 points)

The due date for the research paper is Thursday, November 4.

Group Facilitator:

Each student will sign up to present their research paper to the group. You are required to prepare a short (10 minutes) presentation of the material you researched. PowerPoint, overheads or the use of other types of technology are encouraged. In addition you should prepare questions and issues to present to the group for discussion. (25 points)

Grading:

A = 90 - 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = 59 points and below

Academic Honesty:

The University of Georgia policy on Academic Honesty will be followed in this class. It can be found in The University of Georgia Undergraduate Bulletin and the Student Handbook.

Special learning needs:

If you require any academic accommodations due to a disability please see me the first week of classes. To receive accommodations, you must be registered with the Disability Services Office on campus.

CLASS CALENDAR

<u>Thursday, August 19</u>	Introduction to Course
<u>Tuesday, August 24</u>	Defining sex & gender
<u>Thursday, August 26</u>	<i>Readings: Laurel Furumoto "Gender and the history of psychology"</i> <i>Joan Scott "Gender: A useful category of historical analysis"</i>
<u>Tuesday, August 31</u>	Culture of gender
<u>Thursday, September 2</u>	<i>Reading: Text chapter 6</i>
<u>Tuesday, September 7</u>	Gender socialization
<u>Thursday, September 9</u>	<i>Readings: Text chapters 3 & 5</i>
<u>Tuesday, September 14</u>	Systems of power, oppression and privilege
<u>Thursday, September 16</u>	
<u>Tuesday, September 21</u>	Sexual orientation
<u>Thursday, September 23</u>	Gender orientation
<u>Tuesday, September 28</u>	Race & Ethnicity
<u>Thursday, September 30</u>	<i>Reading: Peggy McIntosh "White Privilege and Male privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies"</i>
<u>Tuesday, October 5</u>	Social class
<u>Thursday, October 7</u>	
<u>Tuesday, October 12</u>	Models of identity development
<u>Thursday, October 14</u>	<i>Research paper outline due</i>
<u>Tuesday, October 19</u>	Intersection of identities
<u>Thursday, October 21</u>	<i>Readings: Text chapters 22 & 25</i>
<u>Tuesday, October 26</u>	Gender & research
<u>Thursday, October 28</u>	<i>Reading: Sandra Harding "Introduction: After the Science"</i>

Fall break no class	<i>Question in Feminism</i>
<u>Tuesday, November 2</u>	Gender & mental health
<u>Thursday, November 4</u>	<i>Research paper due</i>
	<i>Readings: Elaine Murphy "Being Born Female Is Dangerous for Your Health"</i>
	<i>Carolyn Zerbe Enns "Gender Issues in Counseling"</i>
	<i>Katherine Hodges "The Invisible Crisis: Women and Psychiatric Oppression"</i>
<u>Tuesday, November 9</u>	Research presentations
<u>Thursday, November 11</u>	
<u>Tuesday, November 16</u>	Research presentations
<u>Thursday, November 18</u>	
<u>Tuesday, November 23</u>	Redefining gender
<u>Thursday, November 25</u>	
Thanksgiving break no class	
<u>Tuesday, November 30</u>	TBA
<u>Thursday, December 2</u>	
<u>Tuesday, December 7</u>	
No class (Friday schedule)	
<u>Thursday, December 9</u>	Course Wrap-up
Last day of class	