



Instructor:	Theresa Manley, M.Ed Pronouns: she/her
Office location:	Modoc 102 and Virtual/Online
Telephone:	530-898-5250
Messages:	All email communication should be through Canvas.
Student Office hours:	Monday 1:30-3:30pm, Wednesday 2-3pm and by appointment Zoom and In-person Student Office Hours will be available
Class days/time:	Online, Asynchronous
Readings:	Required readings are located in Canvas Required book: Oelschlager, V. (2010). <i>A tale of two daddies</i> . Vanita Books. ISBN 0981971466; A video of this book is posted in Canvas – no need to buy it
Technology:	The student must determine how technology requirements are met. Access to course content requires an internet connection to the Portal or TLP website.

Course Description This course fulfills a capstone and writing intensive requirement.

This topical course is designed for students who wish to develop a broader and deeper understanding of children's gender and sexuality development. Students study multiple theoretical explanations of gender and sexuality development, and learn how cognitive, social, cultural and influences impact concepts of gender and sexuality. Students examine political and social sources of discrimination and oppression as they relate to children's psychological adjustment and consequences for parental rights. Students will apply their knowledge to their daily life, including personal identity, gender and sexuality expression.

Respectful Interaction with Others

One of the basic tenets (and requirements) of the course is that everybody be both open-minded and respectful of one another's ideas and that we be non-judgmental while maintaining intellectual rigor. We assume that LGBTQ identities and issues are an important area of study. Regardless of any personal opinions held by professor or class members, we will not engage in the debate over whether they are "right" or "wrong". Enrolling in this course means you will abide by these statements.

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Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence), assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally, and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Pathway Description

Gender and Sexuality Studies, is a pathway focused on the exploration of diversity and the development of critical thinking. Few of us are aware of just how complex and fascinating gender and sexuality actually are. Sexuality includes all aspects of our sexual desires, behaviors, and identities. This could include whom we are attracted to and why, what excites us, what we choose to do about that, and anything to do with biological reproduction. Gender, on the other hand, has more to do with social and cultural expectations, and we are bombarded by messages about gender everywhere—from our families, at our schools, and in the media for example. There are many stereotypes and assumptions about gender and sexuality, so we investigate related scientific, intellectual, and creative work. We come to understand how sexuality and gender are related to practically every academic major, profession, and aspect of life. We learn about the significance of promoting gender and sexuality for all people, including those who don't fit neatly into the mainstream gender and sexuality identities of our culture, for example LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning). Finally, in this pathway we can become more comfortable and sensitive working with a broad spectrum of people, thereby becoming more successful in our diverse world.

Software Required for this Class

The University supports **Microsoft Word**. University computers are not able to read documents created in WordPerfect or Pages. If you are creating documents on WordPerfect, it may be helpful to save them in Rich Text Format before sending, but this is not always successful and formatting is often not preserved- grades may be lowered for incorrect formatting on written assignments.

Fulfillment of GE Requirements

This course is a GE upper division social sciences course and a writing intensive course in GE.

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General Education SLOs	The GE Program promotes student learning and engagement with academic course content conducive to developing intellectual and practical skills. This course addresses the following GE student learning objectives (SLOs).
Written Communication GE SLO 2	Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience. You will have the opportunity to write in various forms of expression for this course, including discussion posts, activities, and an integrative paper. You will write about your own experiences with gender and sexuality, real world sources of information about gender and sexuality, and to integrate various perspectives of gender and sexuality.
Critical Thinking GE SLO 3	Identifies issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions. In this course, you will analyze, synthesize, and evaluate perspectives of gender and sexuality, including social, cultural, cognitive, and biological perspectives. You will have the opportunity to evaluate current societal perspectives of gender and apply current social policy to issues of discrimination and oppression through assignments.
Personal and Social Responsibility GE SLO 6	Demonstrates knowledge and skills necessary to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities. You will have the opportunity to recognize unsustainable values, norms, perspectives, and practices that marginalize individuals as a result of their gender and sexuality. You will identify sources of your own biases and stereotypes and will be given the opportunity to develop a more fluid and inclusive view of gender and sexuality. This SLO will be assessed through discussions and assignments.

Gender and Sexuality Studies Pathway SLOs covered by this course

Upon completion of this Pathway, students will be able to:

1. Identify, understand and discuss (orally and in written form) various theories, perspectives and methods of studying gender and sexuality.
2. Evaluate (orally and in written form) sexuality and gender as inherently connected to major areas of professional study, including history, politics, the media, sociology/social work, psychology, physical and mental health studies, medicine, scientific research, law and criminal justice, the arts, biology, international relations, cultural and religious studies.
3. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality.
4. Analyze as socially and ethically unsustainable the historical and current belief systems, institutions, politics and practices that maintain oppression and discrimination regarding gender and sexuality.
5. Apply knowledge of complexity of sexuality and gender in order to make informed decisions in all areas of daily life, including personal identity, gender expression, relationships, family, religion, profession, politics, recreation, and enjoyment of the arts.

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6. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe.
7. Produce unique intellectual/creative work by utilizing technology, performance, artistic expression, scientific inquiry, academic or creative writing, and research.

Student Learning Objectives for this course:

1. Students will compare and contrast theories of gender and sexuality development, including real and mythical gender differences.
2. Students will investigate gender role expectations and stereotypes in real world settings and will apply their experiences to personal identity, gender and sexuality expression.
3. Students will compare and contrast cultural values and norms regarding gender and sexuality.
4. Students will identify influences of peer segregation on gender development, and explain developmental changes in establishing gender identity.
5. Students will modify a dichotomous (male versus female) view of gender to include inclusive and fluid expressions of gender.
6. Students will identify biological processes that contribute to sex and gender, including genetic, neurodevelopmental, and hormonal influences and variations in chromosomal expression.
7. Students will demonstrate comprehension of contemporary professional responses to genetic and biochemical variations in sex, and its impact on gender and sexuality development from infancy to adolescence.
8. Students will evaluate current unsustainable political and social sources of discrimination and oppression regarding GLBTQ youth and their families.
9. Students will appraise current social policy movements regarding limiting or expanding rights for GLBTQ parents and the ability of individuals to foster parent and adopt children.

Course Content Learning Outcomes

The following grid tells you how this course meets specific learning objectives of the Gender and Sexuality Studies pathway and the GE program, and how the learning objectives are assessed. Upon successful completion of this course, students will be able to:

Learning Outcomes	Pathway and GE SLOs	Course Assessment
Show comprehension of theories of gender development.	Pathway SLO 1, 2, 9 GE SLO 2, 3	Quizzes Activities Discussion post
Apply knowledge of cultural diversity regarding gender and sexuality values and norms.	Pathway SLO 2, 7 GE SLO 6	Quizzes Discussion post
Apply knowledge of social influences on gender and sexuality development, including media, peer, and family influences.	Pathway SLO 2, 6, 9 GE SLO 2, 6	Quizzes Activities
Apply knowledge of the complexity of gender and sexuality to make informed decisions about personal identity, gender and sexuality expression.	Pathway SLO 6 GE SLO 2, 3, 6	Activities Discussion post
Appraise current social policy, including oppressive and discriminative practices regarding gender and sexuality.	Pathway SLO 4, 6, 7, 9 GE SLO 3, 6	Quizzes Discussion Activities
Explain biological influences on gender and sexuality, including genetic, neurodevelopmental, and hormonal influences.	Pathway SLO 4, 7, 9 GE SLO 2	Quizzes Discussion post
Synthesize biological, social, cultural, and cognitive influences on gender and sexuality development.	Pathway SLO 1, 2, 7, 9 GE SLO 2, 3	Discussion post Activities

How to Contact Your Professor

All email correspondences should be through Canvas messages. You will get a much faster response, as I will recognize your name as a student in my class and give you priority. You may visit me without an appointment on campus during my office hours. You can chat with me or call me at 530-898-5250 during office hours. Don't hesitate to call; I like putting a voice with your name. You may also email and arrange a time to talk if my office hours aren't convenient for you.

Attendance in the Course for Online Students

Your instructor understands that online students choose this form of education so that they can attend higher education from a distance, continue to work, raise families, and attend classes simultaneously (or any combination of these). Online students are not required to be logged into the class at specific times during the day. It is essential that students make timely progress throughout the course. There are readings that are assigned, and class assignments that are due, so not logging in regularly will put a student very far behind. Daily progress is crucial for success in this class.

Course Usage of Canvas – This is very important!

Copies of the course syllabus and major assignments may be found online in the course. You are responsible for regularly checking the online resources, which are accessed through the portal at [Portal](#). Plan to log on at least once every day (except holidays). **If the portal is down or not working, you can access Canvas through the TLP website at this link: [TLP](#)**

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Required Readings

Required readings are located in Canvas. You are responsible for making sure that you can open the readings. If you cannot open a reading, contact student computing. A complete reading list with assigned dates is in the course schedule online.

Student Responsibilities

1. Students are responsible for knowing the content of the syllabus and the course schedule.
2. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
3. Students are responsible for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before computer help desk closes, so they can help you in the event of a problem. Students are responsible for contacting the computer help desk in the event that you experience technical difficulty. This contact information is on the course page. Unfortunately, I cannot solve your computer problems. *Write this number down and keep it near your computer in the event that you can't access the internet.*
4. Students are responsible for being aware of messages that the instructor sends to you. You should check for announcements and messages on a daily basis, Monday through Friday.
5. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps or as pages; submissions in this format will not be graded. These submissions will receive a "0."
6. Students are responsible for being able to navigate Canvas to the extent that is required in this course.
7. Students are responsible for fulfilling technology requirements.

Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48-72 hours. Emails and phone calls over the weekend may take up to 72 hours. Please keep in mind that I work two jobs, as a lecturer at CSU Chico for the Child Development Department and for the Butte County Office of Education (BCOE). Neither position has me in front of a computer screen all day. With that said, I work diligently to be responsive to your questions and thoughts as soon as I can (within 24 hours). Thank you for understanding.
2. The instructor is responsible for being available during office hours.
3. The Instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student to student interaction.
4. The instructor is responsible for grading assignments in a timely manner. In most cases I will be able to get assignments back to you within 14-21 days.

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Internet communication

Please be respectful when communicating. Do not type in all capital letters; this is interpreted as yelling. Type in sentences and edit before you submit. Please be sensitive and do not communicate sexist, racist, or discriminatory comments or you will be referred to Student Judicial Affairs.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [Catalog](#). You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policies

Assignment Late Policy

All assignments are due by the time and day listed in the Course Schedule. Depending on the assignment, feedback may be more limited if your work is turned in late.

The **late policy** for this class includes a late penalty: **10% (of the total possible points) per day** for **up to 5 days** (i.e., a maximum of 50% of the possible points for the assignment). **After 5 days late, assignments will not be accepted for a grade.** Make-up for exams (quizzes) will **only** be allowed if students can provide a documented, legitimate reason for being unable to take the quiz on the scheduled day. Except in the case of an emergency, arrangements must be made **in advance**.

How Late?	Penalty
Up to 24 hours (1 day)	10%
25-48 hours (up to 2 days)	20%
49-72 hours (up to 3 days)	30%
73-96 hours (up to 4 days)	40%
97-120 hours (up to 5 days)	50%
121+ hours (more than 5 days)	No Credit

Changes to Course Assignments, Schedule or Syllabus

The course instructor maintains the right to make changes at any time to meet the strengths, needs and interests of the CHLD 333W learning community within the social and cultural context that we create. The course instructor is also committed to communicate changes (if any) as soon as possible on Canvas. Staying "tuned in" (checking announcements and class messages/e-mails on Canvas) is always recommended.

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Course Requirements	Points
Discussions (4 @ 15 points each)	60
Activities (4 @ 35 points each)	140
Quizzes (4 @ 25 points each)	100
Total	300

Total points will be converted to an overall percentage to determine your final course grade.

Discussion Topics:

I will post discussion topics relevant to course content through the discussion tab. Students are required to provide a 250 word (minimum) response to the discussion topic and respond to a fellow student's discussion response (100 word minimum).

Activities:

Activities are 2 page written assignments involving real world applications of content learned in class and are relatable to students' personal experiences. Instructions are accessed and completed assignments are submitted through the Assignments link in the Content Area Folder.

Quizzes:

Quizzes are non-cumulative, open book, multiple choice and true/false questions based on the course content (readings, weblinks, and videos) for the assigned topics. Study guides in each content area will help students prepare for the content on the quiz. Quizzes are accessed through the quiz and study guide folder. Students are expected to take quizzes as individuals; collaboration on a quiz constitutes cheating. Students may not share the quiz questions or their answers to quiz questions with other students. This constitutes unauthorized access to test materials; these students will be reported to Student Judicial Affairs.

Please see specific instructions for each course requirement for information on how to submit and how each assignment is graded located in Canvas.

Please see the course schedule for due dates for course requirements.

Total points earned in the course will be converted to a percentage. Final grades will be calculated as follows:

Grade	%
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67

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D	66-60 60% or above indicates a passing grade
F	59 or below

University Policies and Campus Resources

Academic Integrity

Have integrity. Unless otherwise indicated on individual assignment instructions, all student work is expected to be original and completed independently. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on a quiz or having unauthorized access to quiz material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Misuse of sources includes incorrect citation of a source, such as failing to provide quotation marks or page numbers in copied material. Students who plagiarize, misuse sources, cheat on quizzes or assignments earn a "0" for that quiz or assignment, and will be referred to judicial affairs. Students who plagiarize, misuse sources, or cheat on 2 or more requirements will earn an "F" for the course. Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: [SJA](#)

Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.

When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Academic Honesty as it relates to all student work

All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Title IX: Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent

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possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#)

Disability Services at the Accessibility Resource Center (ARC)

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found at: [ARC](#)

Student Computing

Computer labs for student use are available [Here](#) and are located on the 1st floor of the Merriam Library room 116 and 450, Tehama Hall Rm.131 and the BMU Room 301. Additional labs may be available to students in your department or college.

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: [Student Services](#)

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at [SLC](#). The University Writing Center has been combined with the Student Learning Center.

Acknowledgements, Affirmation and Professional Behavior Agreement

Acknowledgements: We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

Affirmation: I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted to this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past

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experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in Canvas, a time outside of those hours to meet.

Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course agreements. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself. This does not mean that we avoid sensitive topics—in fact it is precisely those topics that we most want to address in order to really promote learning and challenge or further understand our pre-existing beliefs! It does mean that we want to do so from a place of curiosity about other's perspectives and honor other's experiences.

Additionally, during these unique times of virtual classes—"attending" class from our homes, cars or other places, the line between what's acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more about expectations, please visit the SCRR website (<https://www.csuchico.edu/scrr/>). If you have any questions about what constitutes professional behavior, please feel free to ask.