Introduction to Women’s & Gender Studies  
WGS/DV 1500 ~ #33459  
Canvas Online Course  
January 12 – May 1, 2015  

Contact Information  
Professor: Adrienne Andrews, MS, MA  
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adrienneandrews@weber.edu  
Course Website – https://cas.weber.edu/login (you will need your Wildcat username and password)  

Office Hours: By appointment  
*Please contact me only through Canvas e-mail or by telephone. WSU Gmail is not always a consistent means of contact for students in my classes, so I don’t use it for my courses.  

Required Texts:  

America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines (AM)  
Gail Collins  
ISBN: 9780061227226  
HarperCollins Publishers  

When Everything Changed: The Amazing Journey of American Women from 1960 to the Present (WEC)  
Gail Collins  
ISBN: 9780316059541  
Little Brown & Company  

Gender and Sexuality for Beginners (GSB)  
Jaimee Garbacik  
ISBN: 9781934389690  
Steerforth Press  

Half the Sky: Turning Oppression into Opportunity for Women Worldwide (HTS)  
Nicholas Kristof  
ISBN: 9700307387097  
Knopf Double Day Publishers  

When Everything Changed: The Amazing Journey of American Women from 1960 to the Present (WEC)  
Gail Collins  
ISBN: 9780316059541  
Little Brown & Company  

Gender and Sexuality for Beginners (GSB)  
Jaimee Garbacik  
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Introduction:  
In the early 1970’s women’s studies courses began to appear in a variety of educational institutions across the United States. Early on they became linked to societal transformations i.e., in legal, social, economic, political and culture arenas as a result of their connections to the feminist movement. In so doing, women’s studies courses gave voice to the many and diverse issues concerning women around the globe. Women’s Studies is devoted to the academic study of the roles, contributions and scholarship of women. As such, this course serves as an introduction to the discipline of women’s studies using multicultural sources based on feminist scholarship, research and theory. In this course, we will examine the diversity of women’s experiences, perspectives and theories across the categories of gender, ethnicity, class and sexual orientation.  

The learning outcomes for this course are set by the College of Social and Behavioral Sciences and the Women’s Studies Program. To achieve these goals, we will use selected readings, online modules, videos, essays, critical conversations, discussions, peer review comment and response and service learning with reflections. See the following pages for clear outcomes and the corresponding tasks we will use to reach them.
Social Science Learning Outcomes (SSLO)
1. This course will require the use and mastery of information technology.
2. This course will require critical thinking, cognitive learning and individual or group problem solving.

A student completing this course should be able to:
1. Describe basic assumptions about humans and their behaviors from a social science perspective.
2. Explain the basic elements and operation of a socio-cultural system.
3. Explain the interactions between individuals and their socio-cultural and/or natural environments.

Women’s Studies Learning Outcomes: (WSLO)
1. Know the main social, economic, political and psychological issues in contemporary women’s lives – globally and locally;
2. Possess the ability to connect ideas and concepts about oppression and patriarchy about women within various fields to common themes or topics;
3. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence;
4. Know women’s class, sexual orientation and cultural (historically “racial”) diversity;
5. Possess the ability to design and implement a project demonstrating studied topics.

Social Science/Women’s Studies Learning Objectives

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Corresponding Tasks</th>
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</thead>
<tbody>
<tr>
<td>SSLO: This course will require the use and mastery of information technology</td>
<td>Readings, course modules, discussions, peer review,</td>
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<td></td>
<td>research, assignment submission</td>
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<tr>
<td>SSLO: This course will require critical thinking, cognitive learning and</td>
<td>Essays 1-5</td>
</tr>
<tr>
<td>individual or group problem solving</td>
<td>Crucial Conversations 1-3</td>
</tr>
<tr>
<td></td>
<td>Service Reflections 1-3</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>WSLO: Know the main social, economic, political and psychological issues in</td>
<td>Essays 2-5</td>
</tr>
<tr>
<td>contemporary women’s lives – globally and locally</td>
<td>Critical Conversations 1-3</td>
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<td></td>
<td>Service Reflections 1-3</td>
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<tr>
<td>WSLO: Possess the ability to connect ideas and concepts about oppression and</td>
<td>Essays 2-5</td>
</tr>
<tr>
<td>patriarchy about women within various fields to common themes or topics</td>
<td>Critical Conversations 1-3</td>
</tr>
<tr>
<td>WSLO: Possess the ability to write a focused and coherent analytical essay</td>
<td>Essays 1-5</td>
</tr>
<tr>
<td>based upon and sustained by evidence</td>
<td>Service Learning Report</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>WSLO: Know women’s class, sexual orientation and cultural (historically “racial”) diversity</td>
<td>Essays 2-5</td>
</tr>
<tr>
<td></td>
<td>Crucial Conversations 1-3</td>
</tr>
<tr>
<td>WSLO: Possess the ability to design and implement a project demonstrating</td>
<td>Service Learning Proposal</td>
</tr>
<tr>
<td>studied topics</td>
<td>Service Reflections 1-3</td>
</tr>
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<td></td>
<td>Service Learning Report</td>
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</table>

Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor’s note) may justify alternative accommodations, but students are responsible for the work that they miss. I encourage you to let me know early and often if there is a conflict with completing course assignments.
Class Objectives Include the Following:

1. Students will form an online community of learners.
2. Students will be able to collaborate effectively in the application and presentation of concepts as manifested in their essay writing and in their ability to design and implement a project.
3. Students will demonstrate knowledge of and be able to evaluate socio-cultural, political and economic influences on gender within the contexts of class, sexual orientation and cultural diversity (in a global and local society) through online small group discussions.
4. Students will master concepts and theories from text and class demonstrated through online assessments.
5. Students will understand the causes and consequences of privilege and power and connect ideas and concepts about oppression and patriarchy related to women's lives.
6. Students will have a better understanding of the dimensionality of women.

Appropriate Online Classroom Behavior

As learning in this course is a community endeavor, respect for one another is required. This includes freedom from harassment and dishonesty, respect for others’ personal space and respect for others’ appropriate questions and comments in the quest for learning. Personal attacks will not be tolerated during small group discussions. All posts should be written in a respectful manner. Freedom of expression and differences of opinion are acceptable and encouraged, but such differences need to be expressed in the proper way. Profane, disrespectful, harassing, intimidating, or otherwise disruptive posts may be reported to Judicial Affairs as violations of the Student Code, and the writer may face disciplinary action by the University. Respect your classmates and your instructor.

Services for Students with Disabilities:

"Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary." To contact this office, you can call 801-626-6413 or visit this website: http://www.weber.edu/ssd.

Student Code of Conduct

Please review the Student Code of Conduct regarding plagiarism and cheating, you can find it here: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html. I will forward any student caught doing so directly to the Dean of Students and provide a failing grade for this class.

Writing Center:

You will complete numerous writing assignments in this course. For this reason, I encourage you to utilize the services and resources of the WSU Writing Center. The Writing Center promote students’ academic success and life skills development by providing free drop-in and appointment tutoring during day, evening, and weekend hours, for students writing in courses across the curriculum. The Tutoring Program supports student learning through quality tutoring provided by certified tutors who encourage and guide students in the development of their potential as independent learners. The Tutoring Program also fosters leadership skills in its peer tutors and connects students to the campus community. For more information about the services and resources offered, please click on this link: http://www.weber.edu/WritingCenter. If you are not in the Ogden metro area and would like to utilize these services, you can find online support at this link: http://www.weber.edu/WritingCenter/onlinetutoring.html.

Plagiarism

Plagiarism is a violation of the WSU Student Code: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html and is not acceptable in this course (IV.D.2.d). If your writing appears plagiarized or if sources are not documented properly, you may receive an E on the assignment. If repeated offenses occur, you will receive a failing grade for the class and I will notify the WSU Due Process Officer.
The Student Success Center at Weber State University provides academic advisement for students earning an Associate of Arts or Associate of Science degree in General Studies. Academic advisors assist General Studies majors with academic planning, graduation sign-offs and referrals to other campus support services. The Student Success Center is also responsible for the administration of the First Year Experience Program (FYE), WSU's Assessment and Placement Policy compliance and WSU's Early Alert Referral Service (EARS). For more information about their services and resources, please click on this link: http://www.weber.edu/ssc

Counseling & Psychological Services:
As a student, your fees include access to counseling and psychological services. We all get temporarily frustrated, confused and disrupted by the circumstances of life. College alone can be stressful. Balancing your academic responsibilities with other roles and obligations can sometimes be overwhelming. Our highly trained staff has years of education and experience in helping people like you develop effective coping strategies. Together, you and one of our caring professionals can identify your concerns and work toward resolution. If you feel blocked on your journey toward health and wellness in emotional, social, educational, and/or career areas, you are not alone. Whether you are struggling with depression, anxiety, relationship problems, academic or career uncertainty, identity confusion, loneliness, grief, or other concerns, the WSU Counseling & Psychological Services Center can help. For more information, you follow this link: http://www.weber.edu/CounselingCenter/ or call 801-626-6404 for help.

Student Support Services (SSS) provides a variety of free services designed to help students complete a bachelor's degree. To be eligible for services, students must be either low-income, first-generation or have a documented disability, and be pursuing a bachelor's degree while enrolled full-time. Applications may be obtained in the Student Center, room 265. Student Support Services provides the following services: basic study skills instruction, tutoring, mentoring, book loans, academic advising, financial advising, a computer lab, and other services. All SSS services are personalized and offered by a staff of professional advisors and trained peer mentors or tutors.

As this syllabus serves as a guide, you will be informed of any necessary changes. The instructor reserves the right to provide, modify and/or make changes as deemed necessary for course success. Keep Reading....
Class Requirements:

Discussions Essays & Responses: 45%

Because this class is online – we are all responsible for creating an online class community. This will occur through structured discussions with your classmates. Every other week you will write and review essays about the assigned readings. In this way, you will be instructed to discuss an issue or consider the possibilities around a women’s issue from a local, national and/or international perspective with a group of your classroom peers. These assignments will be reviewed for content, engagement and application of class materials. Outside of the FIRST essay, you will be scored using a grading rubric. The first essay is the only non-peer reviewed essay you will write outside of your exam this semester.

Each module will have a reading question that you will respond to in order to demonstrate your ability to analyze the material you have studied. These questions require a minimum of a 500 word typed essay. You will then provide a substantive response of at least 150 words in peer review comments to TWO of your classmate’s assignments. Finally, you are required to respond with a 200 word response to your peer’s remarks. Each assignment is to be completed on the dates assigned in your syllabus. Each essay should have a minimum of three substantive references to assigned course readings or listed online resources. A work cited note is also required at the end of your essay. Failure to include these items will result in a loss of points.

This means that you will want to work on the assignments early and often. You cannot make up the discussion essays and responses. You are expected to engage the questions asked in a thoughtful manner. Time management is your responsibility. As an online student, it is imperative that you budget your time so that assignments are submitted as required. If no person responds to your essays, you will still need to write a response, framing your comments to address areas where others might have challenged your essay – including anticipated challenges from the instructor or from popular culture. All assignments are due by 11:59 PM on the date due. There are no exceptions. If you do not use Mountain Standard Time, please be aware that it is the reference used on all assignment times. This is particularly important for students taking the class online outside the state of Utah.

Crucial Conversations Exercises 20% of Grade

Throughout the course of the semester, you will be given a series of questions that relate to the historical content of this class. You will be required to interview different individuals of your choice who have the ability to address the questions posed. Once you have the responses, you will then write a 250+ reflection of your thoughts, based on the interviews shared and the course materials studied. This assignment is intended to give you a deeper understanding of women and gender roles in the United States (and potentially, worldwide). It will also offer you the opportunity to consider how diversity, patriarchy and oppression impact women’s lived experiences. You will share your responses and provide peer review support without the final responsibility of a last review on your part. Each assignment will provide directions and materials to help you successfully complete the assigned task.

Service Learning Project: 20% of Grade

Service learning is an important piece of work completed by the members of this class. The expectation is for each of you to link address the needs, concerns and/or interests of women through a service learning opportunity of your development. You will be required to complete a project summary for approval, followed by completing online training and three reflection submissions. One final exam question will be asked about your service learning project, so pay attention to your experiences! In the past, students have volunteered at women’s shelters, completed clothing drives for women transitioning out of the criminal justice system and even sewn reusable feminine hygiene pads for women in developing nations. This project must link to the content of the course and outside of that is only limited by the scope of your imagination. You will complete 20 hours of service learning by the end of this course. *Visit the Center for Community Engaged Learning to learn more local placement opportunities.
**Final Exam: 15% of Grade:** One exam will be provided that will test your knowledge of the readings, vocabulary and ability to critically analyze and address issues of gender and society (local and global).

# Schedule of Readings & Course Materials

<table>
<thead>
<tr>
<th>Date</th>
<th>模块</th>
<th>Title</th>
<th>Authors</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 9</td>
<td>When Everything Changed – Gail Collins</td>
<td>Introduction</td>
<td></td>
<td>Introduction&lt;br&gt;Chpt. 1 - Repudiating Rosie&lt;br&gt;Chpt. 2 - The Way We Lived&lt;br&gt;Chpt. 3 - Housework&lt;br&gt;Chpt. 4 - The Ice Cracks&lt;br&gt;Chpt. 5 - What Happened?</td>
</tr>
<tr>
<td>February 17</td>
<td>When Everything Changed – Gail Collins</td>
<td>Chpt. 6 - Civil Rights</td>
<td></td>
<td>Chpt. 6 - Civil Rights&lt;br&gt;Chpt. 7 - The Decline of the Double Standard&lt;br&gt;Chpt. 8 - Women’s Liberation&lt;br&gt;Chpt. 9 – Backlash</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
<td>Additional Information</td>
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</table>
| February 23 | When Everything Changed – Gail Collins                               | Chpt. 10 – “Your’e Gonna Make It After All”  
Chpt. 11 – Work and Children  
Chpt. 12 – The 1980s Having It All  
Chpt. 13 – The 1990s Settling for Less?  
Chpt. 14 – The New Millennium  
Chpt. 15 – Hillary and Sarah...and Tahita | Watch: Sheryl Sandberg – Why We Have Too Few Women Leaders  
http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html |
| March 2     | Gender & Sexuality for Beginners – Jaimee Garbacik                   | Chpt. 1 – The Biology of Sex and Gender  
Chpt. 2 – historical Construction of Gender Roles  
Chpt. 3 – Feminism | Watch: Alice Dreger - Is Anatomy Destiny?  
http://www.ted.com/talks/alice_dreger_is_anatomy_destiny.html |
| April 6     | Feminism: A Very Short Introduction – Margaret Walters               | Chpt. 6 – Gay and Lesbian Activism  
Chpt. 7 – Queer Theory  
Chpt. 8 – Transgender Contexts and Concerns  
Looking Forward | Watch: Jackson Katz on Violence Against Women Being a Men’s Issue  
http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html  
Watch: Leymah Gbowee – Unlock the Intelligence, Passion and Greatness of Girls  
<table>
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<tr>
<th><strong>Module 4: Activism</strong></th>
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</thead>
</table>
| **April 13** | Half the Sky: Kristof & WuDunn (pick 4 of the following 7 chapters to read)  
Chpt. 1 - Emancipating Twenty-First Century Slaves  
Chpt. 2 – Prohibition and Prostitution  
Chpt. 3 – Learning to Speak Up  
Chpt. 4 – Rule by Rape  
Chpt. 5 – The Shame of “Honor”  
Chpt. 6 – Maternal Mortality – One Woman a Minute  
Chpt. 7 – Why Do Women Die in Childbirth?  
**WATCH:** Sheryl Wudunn – Our Century’s Greatest Injustice  
[http://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice.html](http://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice.html) |

| **April 20** | Half the Sky: Kristof & WuDunn (pick 4 of the following 7 chapters to read)  
Chpt. 8 – Family Planning and the "God Gulf"  
Chpt. 9 – Is Islam Misogynistic?  
Chpt. 10 – Investing in Education  
Chpt. 11 – Microcredit: The Financial Revolution  
Chpt. 12 – The Axis of Equality  
Chpt. 13 – Grassroots vs. Treetops  
Chpt. 14 – What You Can Do  
**Watch:** Natalie Warne – Being Young and Making an Impact  
[http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact.html](http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact.html)  
**Watch:** Ory Okolloh on Becoming an Activist  
[http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist.html](http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist.html) |

| **April 24** | Final Assigned – Due Wednesday, April 29 |
Schedule of Assignments and Deadlines

All assignments are due by 11:59 PM.

Essays

<table>
<thead>
<tr>
<th>Essay #</th>
<th>Essay Due</th>
<th>Peer Review Due</th>
<th>Final Response Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Wednesday, Jan 28</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>#2</td>
<td>Wednesday, Feb 25</td>
<td>Friday, Feb 27</td>
<td>Sunday, Feb 29</td>
</tr>
<tr>
<td>#3</td>
<td>Wednesday, Mar 25</td>
<td>Friday, Mar 27</td>
<td>Sunday, Mar 29</td>
</tr>
<tr>
<td>#4</td>
<td>Wednesday, Apr 15</td>
<td>Friday, Apr 17</td>
<td>Sunday, Apr 19</td>
</tr>
<tr>
<td>#5</td>
<td>Wednesday, Apr 22</td>
<td>Friday, Apr 24</td>
<td>Sunday, Apr 26</td>
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</table>

Service Learning Project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Selection and Relationship to Course</td>
<td>Monday, Feb 2</td>
</tr>
<tr>
<td>Online Training</td>
<td>Tuesday, Feb 17</td>
</tr>
<tr>
<td>Reflection #1</td>
<td>Tuesday, Mar 16</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>Tuesday, Mar 31</td>
</tr>
<tr>
<td>Reflection #3</td>
<td>Tuesday, Apr 14</td>
</tr>
</tbody>
</table>

Crucial Conversations

<table>
<thead>
<tr>
<th>Conversation #</th>
<th>Assignment Due</th>
<th>Peer Review Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Friday, Feb 13</td>
<td>Tuesday, Feb 17</td>
</tr>
<tr>
<td>#2</td>
<td>Friday, Feb 27</td>
<td>Tuesday, Mar 3</td>
</tr>
<tr>
<td>#3</td>
<td>Friday, Mar 6</td>
<td>Tuesday, Mar 17</td>
</tr>
</tbody>
</table>

***Discussion comments are worth 10 to 25 points and are to be made following the module overview for each section of class.

Final Exam

| Final Exam | Due Wednesday, Apr 29 |

Grade breakdowns follow traditional scoring patterns:

- A 95-100%
- A- 90-94%
- B+ 87-89%
- B 84-86%
- B- 80-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D+ 67-69%
- D 64-66%
- F below 64%