INTRODUCTION TO WOMEN AND GENDER STUDIES

SS/DV Women's Studies 1500 - Spring 2015

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Office Hours: By appointment please, texting is usually the best way to get a hold of me. Phone number will be provided in class.

Course description: Women's and Gender Studies is the interdisciplinary study of women's experiences, roles status ideas, and contributions. Unlike the traditional study of people and societies which most often marginalizes those who are not empowered by the dominant power paradigm (i.e., women, minorities, poor, etc.). Women's Studies places women at the center of inquiry. This means that we will examine issues that are relevant to women and their lives and we will read works primarily, but not exclusively, by women writers and researchers. Since women constitute an enormously diverse group, we will highlight the perspectives of women from a variety of social classes, cultures, countries, communities, and racial-ethnic backgrounds, as well as women of diverse ages and sexual orientations.

This class is not about male-bashing or bashing anything. It is a scholarly exploration of an academic field. The discipline of Women's Studies contributes significantly to the understanding of our world, both male and female. Most importantly, the field of Women's Studies is about making our world a better place for all of us.

The goal of this course is to be open to learn from each other and challenge ourselves to think in new ways about women and men in our transnational world and to recognize the values of the roles, contributions, and scholarship of women in the global society. If you are resistant to this idea, please reconsider taking this course. All students are required to be respectful during discussions and debates. You are not required to agree with your classmates or professor but everyone must be treated with dignity and respect in the classroom.

Student Learning Outcomes for the course:

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

1. Define and describe the field of Women and Gender Studies

2. Understand and explain the theoretical frameworks underlying Women and Gender Studies, such as power, privilege, oppression, domination, and feminism.

3. Identify and describe the effects of the social construction of gender, such as roles, images, stereotypes, origins of constructions, and personal and societal responses to Gender constructions

4. Define and explain the implications of the intersectionality of gender, race, class and sexual orientation
5. Identify and describe historical and current issues of particular interest to women, such as violence against women, reproduction, sexuality, gender roles, health issues, ageism, the feminization of poverty, the commodification of women and sex (prostitution, sexual slavery), women's roles past and present in and upon institutions such as family, work, government, education, and religion, and the effects of mass media and advertising regarding gender issues.

6. Identify and explain the effects of globalization on women and gender issues

**DIVERSITY LEARNING OUTCOMES** - A student who successfully completed a General Education Diversity Course will:

1. Describe his or her own perspective as one among many.
2. Identify values and biases that inform the perspectives of oneself and others.
3. Recognize and articulate the rights, perspectives and experiences of others.

**SOCIAL SCIENCE LEARNING OUTCOMES** - A student who successfully completes this course will:

1. Exhibit improvement and/or excellence in written, oral, or graphic communication skills.
2. Exhibit critical thinking, cognitive learning and individual or group problem solving skills.
3. Exhibit knowledge of the use of library or other research source skills.

**Required Text:** The Gendered Society Reader 5th Edition (2013), Authors: Michael Kimmel & Amy Aronson

**Additional Optional Readings** (these readings are not required but they will be discussed in class):


From Mouse to Mermaid: The Politics of Film, Gender, and Culture (available on Amazon.com for Kindle and other options)

All written work and class discussion should use gender and race-neutral language. Written assignments should be turned in on time and point deductions will be assessed for late assignments. Please contact me if you need to make arrangements to make any work up. If you email any assignments, it is your responsibility to make sure they are received on time.
Plagiarism and unethical work means, simply, cheating and it will not be tolerated. Any case where the student has knowingly or unknowingly copied or taken credit in any way for work not his/her own will result in the student receiving a failing grade for the course and possibly further University disciplinary action (Student code. Section IV, D & X: A cS: B). "UNWITTING" PLAGIARISM. Students sometimes plagiarize without understanding that they are doing so. This can also result in a failing grade. Examples included extensive quoting of an author without showing it as "direct quotes" with a source and page number. (Just citing the author and date indicates that you have paraphrased the source and it is your words, not the author's words verbatim.) Another example is citing a secondary source as though it is a primary source. For example, if a textbook (Brown, 2002) cites (Smith, 1991, p. 63) and you use that same quote with that citation without going to the source itself, you have plagiarized Brown. The correct citation should read "(Smith, 1991, cited in Brown 2002)" and then only Brown will be in your paper Bibliography.

Educate yourself regarding what plagiarism is and how to avoid it; you cannot plead ignorance if you are found plagiarizing. Three particularly good web sites on plagiarism where you can get detailed and more extensive help are:


http://owl.english.purdue.edu/ow4/i-esource/589/01/


Class Conduct must be respectful of all persons at all times. Please keep class discussions confidential. CELL PHONES and all other electronic devices must be turned off or have the ringer silenced during class. Please do not read or compose text-messages during class. Any behavior that is considered threatening, violent or disruptive to the learning environment will be subject to discipline under the student code.

Food and drinks are permitted in class as long as they do not create disturbances.

Children are permitted only with prior authorization. In class, full attention should be paid to whatever is going on and whoever is speaking. Laptops are generally not required and strongly discouraged.

Conflict Resolution: Weber State University recognizes that there are times when course content may differ from a student's core beliefs. Faculty, however, have a responsibility to teach content that is related to the discipline and that has a reasonable relationship to pedagogical goals. If you, as a student, believe that the content of the course conflicts with your ability to pursue the topic, you may request a resolution from the instructor. (See PPM 6-22.)

Note on Special Needs: 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 prior to the beginning of this course. SSD can also arrange to provide course materials
(including this syllabus) in alternative formats if necessary. For more information check SSD’s Website; http://weber.edu/ssd.

**Course Schedule and Assigned Readings**

| Week 1 | January 14, 2015 | Introduction to Course  
Syllabus Review  
Intro to Gender Theory  
Read: Anatomy and Destiny in The Gendered Society |
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<tr>
<td>Week 2</td>
<td>January 21, 2015</td>
<td>Read: Cultural Constructions of Gender/Psychology of Sex Roles</td>
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<td>Week 3</td>
<td>January 28, 2015</td>
<td>Read: Social Construction of Gender Relations</td>
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<td>Week 4</td>
<td>February 4, 2015</td>
<td>Read: The Gendered Body</td>
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<td>Week 5</td>
<td>February 11, 2015</td>
<td>Read: The Gendered Family</td>
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<td>Week 6</td>
<td>February 18, 2015</td>
<td>Read: The Gendered Classroom</td>
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<td>Week 7</td>
<td>February 25, 2015</td>
<td>Read: The Gender of Religion</td>
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<td>Week 8</td>
<td>March 4, 2015</td>
<td>Read: The Gendered Workplace</td>
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<td>Week 9 (SPRING BREAK)</td>
<td>March 11, 2015</td>
<td>NO CLASS – Film/TV Assignment</td>
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<td>Week 10</td>
<td>March 18, 2015</td>
<td>Read: The Gendered Media Part 1</td>
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<td>Week 11</td>
<td>March 25, 2015</td>
<td>Read: Articles from Additional Readings on Popular Culture and Media The Gendered Media Part 2</td>
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<td>Week 12</td>
<td>April 1, 2015</td>
<td>Read: Gender of Politics and Politics of Gender</td>
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<td>Week 13</td>
<td>April 8, 2015</td>
<td>Read: Gendered Intimacies</td>
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<td>Week 14</td>
<td>April 15, 2015</td>
<td>Read: The Gender of Sexuality</td>
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<td>Week 15</td>
<td>April 22, 2015</td>
<td>Read: The Gender of Violence</td>
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<td>Week 16 (FINALS)</td>
<td>April 29, 2015</td>
<td>Final Exam</td>
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Assignments (I highly encourage using the Writing Center services for all of your written assignments.)

Participation/Discussion (100 points) – Attendance is highly encouraged in order to earn participation and discussion points. Non-attendance will result in lower grades due to loss of participation/discussion points. Activities in class will count toward participation points. There may be some activities that you do not feel comfortable participating in but if you are in attendance and paying attention you will earn the points for that day.

10 Response Essays (10 points each) – 1 ½ - 2 pages. Double-spaced, Times New Roman, Font size 12. You may choose which weekly readings/section for which you would like to write a response. Please use MLA, APA, or Turabian format for citations. The Writing Center can assist you with these responses. They should be a critical response to the theories and topic for each week. What is the author's thesis? The major point he/she is trying to make? What are some important or useful concepts that author presents? Do the writings make sense? Why or Why not? How would you respond to the author if you were speaking to them directly about this topic? Response essays are due the week following the topic. For example if you chose to write on The Gendered Body the essay would be due at the beginning of class the following week (February 11th). Cover pages are not required.

Film or Television Assignment (50 points) – A list of acceptable films or television shows will be provided prior to Spring Break. Write a 3-5 page response on the film or television show in regards to our discussions and readings on The Gendered Media. Double-spaced, Times New Roman, Font Size 12. Please use APA or Turabian for formatting citations. Use the same critical requirements and questions as for the response essays but also: How would you respond to the script-writer/director or actors for their work in the film or television show? What does the film/television show say about gender in culture or society? Due at beginning of class on April 1, 2015.

Final Exam (50 points) – The Final exam will be given in the testing centers during finals week. It will be an open book exam and will consist of a selection of multiple choice, short answer and discussion/essay questions on topics covered in class. You will be required to cite any information from your textbook in the essay sections but I encourage you to write from your heart on these essay questions and cite only when necessary.

Grading Breakdown:

240 – 300 Points = A
179 – 239 Points = B
118 – 178 Points = C
57 – 117 Points = D
56 Points or Below = E

This syllabus is intended to give the students guidance in what will be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes as course needs arise.
GRADING RUBRICS for ASSIGNMENTS:
This rubric will provide you instruction on how the papers will be graded, please follow them closely in order to understand what is required for each assignment and how you will be graded.

Short answer and essay rubric:

“A” essay:
- Answers the specific central question that was asked
- Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence and citing as appropriate.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Does much more than merely restate the question and offer a brief response
- Avoids distracting grammar/spelling/etc. problems

“B” essay:
- Answers the specific central question asked, but not as well as an “A” essay
- Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an “A” essay
- Usually maintains focus, but may occasionally digress from the specific topic
- Presents information fairly clearly and concisely, and may have minor organization problems
- Does more than merely restate the question and offer a brief response
- May contain a few distracting grammar/spelling/etc. problems

“C” essay:
- Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements
- Does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities
- Sometimes strays from the specific topic (more often than a “B” essay)
- Presents information in a manner that is sometimes unclear, and/or has significant organization problems
- May merely restate the question and offer a brief, undeveloped response
- May contain a few or a significant number of distracting grammar/spelling/etc. problems
“D” essay:

- Does not directly answer the specific central question asked
- Does not incorporate information from class discussion and assigned readings, or does so minimally and/or irrelevantly
- Substantially digresses from the specific topic
- Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand
- May merely restate the question and offer an irrelevant or undeveloped response
- May contain substantial distracting grammar/spelling/etc. problems that muddle the information presented

“F” essay

- Does not answer the specific central question in any way
- Does not incorporate information from pertinent class discussion and/or assigned readings
- Provides no information that can be understood or related to the specific topic
- May lack any recognizable organization
- May contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible