WGS 1500 WSD Fall 15 24622

Introduction to Women & Gender Studies WS/DV 1500

Contact Information
- Professor: Dr. Cadrez-Poulson jayneecadrez@weber.edu

Davis Campus, 435-729-9772

Thursday 5:30-8:10 pm Room 3339

Office Hours: By appointment Adjunct Office - SS Building Room 328C

Required Texts:


***Supplemental Readings and Videos/Films as Assigned (see online syllabus for PDF links or I will add them to Canvas announcements)

DIVERSITY MISSION STATEMENT General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.

DIVERSITY LEARNING OUTCOMES
A student who successfully completes a General Education Diversity Course will:
1. describe his/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

GENERAL EDUCATION MISSION STATEMENT
The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to assist students in their efforts to contribute to society in their particular professions and as responsible citizens of their various communities.

Course Description This course seeks to provide a framework of concepts, themes, and vocabulary used in the field of Women’s Studies. This course will cover the histories and theories of feminisms in the United States, as well as global and transnational issues that affect women. We will draw from multiple readings, mediums, and perspectives, while highlighting the fundamental role of intersectionality (the ways gender, sex, class, race, ethnicity, sexual orientation, etc. interact to shape our identities and life experiences) in systems of societal privileges and oppressions. The course will include an investigation of how women’s intellectual activity has queried issues such as: gender construction and roles; gender and difference; intimacy; sexuality; health; self-concept; the psychology of oppression and resistance; family;
education; and economic life. Exposing and understanding the workings of social systems can foster self-discovery, worth and empowerment, helping to answer within patriarchal societies, what are feminists and do we still need feminism?

In the early 1970s 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. 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

Women’s Studies Learning Outcomes
WSLO: Possess the ability to design and implement a project demonstrating studied topics, present a media topic within a group, and demonstrate collaborative group problem solving.

Course Objectives

The course seeks to teach the basic framework of feminist thinking through multiple perspectives, thinking critically about social oppression and privilege, and discussing these matters with one another in an attitude of respect, courtesy, and professionalism. Understanding how the institutions that control social power at large reveals how power operates in the private and public spheres of our daily lives. Many of the topics covered in this class may cause disagreement and debate within personal readings of the materials and class discussions. Despite these possible difficulties all matters will be hand led respectfully, without exception.

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. I will provide you with notes on English grammar, presentations and public speaking, essays and term papers, research style and usage: APA/MLA

If you need addition help please visit and utilize the Writing Center. It is available to 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.

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.

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.
Emergency Closure: If for any reason the university is forced to close for an extended period of time look for announcements or emails from me on where we will conduct our class. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

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. 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.

Grading Scale

The assignment of letter grades is as follows: Grades are calculated on a standard scale, with pluses and minuses as appropriate. Assignments will be graded and returned within one week. Criteria for assigning grades is as follows:

A = outstanding, available for highest accomplishments
B = praiseworthy, above average
C = average, satisfactory performance
D = minimally passing, below average
F = failing

(The cut-off grade for students taking the course for credit/no credit is a C. If you receive 73% or below you get a “no credit.”)

Grade Breakdown

Mandatory Reading Quizzes 10%
Midterm Exam 20%
Final Exam 30%
Real-World Observations paper 15%
Participation 10%
Service Learning Paper and Presentation 15%

Total 100%

A = 94-100% A- = 90-93%
B = 84-86% B- = 80-83%
C = 74-76% C- = 70-73%
D = 64-66% D- = 60-63% F = < 60%

No curves

Assignments:
Mandatory Weekly Readings and Quiz - 10%
As stated by departmental policy, each week will include around 40 pages of reading. Complete readings before class. You may find it helpful to take reading notes to ensure your preparation for class. Readings are required and will be included in the assignments, quizzes, and tests that help determine your grade. Reading Quizzes Throughout the semester, short reading quizzes will be administered without prior announcement. These quizzes are designed to test familiarity with mandatory readings.

Service Learning Paper and Presentation - 15%
The expectation is for each of you to address the needs, concerns and/or interests of women through a learning opportunity. This will be an important part of the work required to complete this class. You will be required to complete a project summary for approval, followed by reflection submissions and then a final short one page paper and class presentation. 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 or event must link to the content of the course and is otherwise only limited by the scope of your imagination. You should plan to spend 15 hours on this real world assignment and deliver a presentation by the end of this course to our class.

Community Event Paper - 10%
The Women and Gender Studies department on college campuses hosts several on-campus events each semester. These include guest speakers(e.g. Women’s Studies Department Colloquium Series), community activism events (e.g. The Day of Action), events organized by student groups (Outreach Association, Taboo Talks, etc.). Events will be announced in class and also posted to Facebook as they become available. Along with your written response, include proof of attendance (e.g. ticket stub, literature distributed at event, etc.). This assignment and paper is to contribute to and help in educating the class. Please plan on addressing the following:
What was the event (time, location, etc.)?  What were your reactions to the event? What did you learn? Relate the event to at least ONE class reading or WMS author. You must cite the reading you use and how it relates to the community event.

Midterm - 20%
The exam will draw from several class materials, i.e. lectures, readings, videos, guest lectures, etc. Exam results will be available within a week of taking the exam.

Final - 20%
Please note that the final exam will be given on our scheduled date during finals week, and may or may not be the last day of class. The exam will draw from several class materials, i.e. lectures, readings, videos, guest lectures, etc.

Real World Observations Paper - 15%
You will apply a term/idea/concept presented in your course readings assigned and write a 1 page paper about the ways in which you observe these issues in your real life event. This assignment is meant to be an eye-opening exercise that allows each student to apply what she or he learns in this course to the “real world.” You will be able to track your personal progress with the class materials to see how concepts in Women’s Studies, Gender and feminism come up in your life. You may draw from just about anything:
Facebook posts, Internet articles, advertisements of all kinds, personal conversations, TV shows, movies, cartoons, comics, medical forms, wanted ads, job applications, wedding invitations, etc. The requirements are as follows: Connect at least one idea/term/concept found in the week’s readings to what you observe in your daily life. Define this term drawing from the reading in which it appears. Cite your source. You may also use lecture material, an interview with a Woman that lived, worked, raised children in the 1960s or use the class discussion for supplemental framework. Explain the situation in which you experienced or observed the concept appearing in your life. Explain either the implications or affects of the issue. Why does it matter? How and whom does it hurt/disempower? If it is a positive experience, how and for whom? Explain your personal reactions. For instance, are you shocked? Surprised? Upset? Worried? Additionally, you do not have to reflect only on negative emotions. If you find a situation empowering and positive, and are also able to connect it to class readings, you are more than welcome to include this experience in your journal entry.

Participation - 10%
You must demonstrate your engagement with the class by active attention given to lectures, class discussions, videos, and guest speakers. If you are unable to attend class, this means that you will not receive participation credit for that day. This grade is determined by coming to class prepared, meaning that you have read the mandatory readings and are ready to discuss. Disruptive behavior (sleeping, texting, off-task talking, etc.) will negatively affect your participation grade.

LATE WORK WILL NOT BE ACCEPTED. If you have any concerns, please check with me PRIOR to the due date of any assignments or exams in question.

Course Policies:
Class begins on time. Habitual tardiness or early departure will lower your participation grade. Please silence and completely put away cell phones, and turn them off. Consider this your warning, I will dismiss you from class.
☐ Laptops are not allowed, even for note-taking.
☐ Come to class with your course textbooks and notes, readings completed, and be prepared to discuss them. Expect that we will cover a wide range of topics and will not always agree on which interpretations are best. Due to the personal and sometimes controversial topics in this class, it is necessary that we all keep an open mind and engage with each other in a respectful, courteous way. Despite differences of personal opinion, we will rely on scholarly analysis and respectful debate based on the course materials. Racist, sexist, homophobic, and overall offensive language and dialogue does not contribute to creating the safe space (a space that is open and accepting, challenging, and does not tolerate harassment or discrimination) necessary for this class to flourish. Such comments will be addressed and discussed in class should they arise. Please do not pack up before class is over. I respect your time and will actively manage class to ensure you are not kept passed our scheduled time.

**According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the
instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs." **The course schedule is subject to change according to the instructor's discretion.**

Class Ground Rules for Group Discussion:

- all members should first introduce themselves
- assign one person to be a recorder
- assign one person to be "the reporter" to speak to the class
- keep the discussion moving so that everyone in the group can make their point
- the reporter will hand in a role of the group with notes from the group discussion at the end of class

Week 1 - September 3rd, 2015 - Introduction to Course
Review syllabus in class
80's Ladies https://www.youtube.com/watch?v=NMCik5SNcu4 (Links to an external site.)

Poem - I think I was enchanted, Emily Dickinson
http://hellopoetry.com/poem/2964/i-think-i-was-enchanted/ (Links to an external site.)
Are you a Feminist?

When Everything Changed – Gail Collins
Ch. 1 - Repudiating Rosie
http://www.history.com/topics/world-war-ii/rosie-the-riveter/videos/ask-history-rosie-the-riveter?m=528e394da93ae&s=undefined&f=1&free=false (Links to an external site.)

Ch. 2 - The Way We Lived

Week 2 - September 10th, 2015 - Women's Studies and Feminism
When Everything Changed – Gail Collins
Ch. 3 - Housework
Ch. 4 - The Ice Cracks

Week 3 September 17th, 2015 - Social Privilege and Oppression
When Everything Changed – Gail Collins
Ch. 5 - What Happened?
Ch. 6 - Civil Rights
Week 4 - September 24th, 2015 - Women’s Studies and Feminism
When Everything Changed – Gail Collins
Ch. 7 - The Decline of the Double Standard
Ch. 8 - Women’s Liberation
Watch: Courtney Martin Reinventing Feminism
http://www.ted.com/talks/courtney_martin_reinventing_feminism.html (Links to an external site.)

Week 5 - October 1st, 2015 - The Backlash
When Everything Changed – Gail Collins
Ch. 9 – Backlash
Ch. 10 – “You’re Gonna Make It After All”

Week 6 - October 8th, 2015 - The Backlash
When Everything Changed – Gail Collins
Ch.. 11 - Work and Children
Ch.. 12 – The 1980s Having It All

Week 7 - October 15th, 2015 - The Goddess Divine
When Everything Changed – Gail Collins
Ch.. 13 – The 1990s Settling for Less?
Ch. 14 – The New Millennium Ch.. 15 – Hillary and Sarah...and Tahita

Week 8 - October 22nd, 2015
Sex/Gender/Queer/Trans - Constructions, Identities, and Issues
Watch: LZ Granderson – the Myth of the Gay Agenda
http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html (Links to an external site.)
Watch: Ash Beckham - Coming Out of Your Closet
http://www.youtube.com/watch?v=kSR4xU07sc (Links to an external site.)

Read The Yellow Wallpaper, Charlotte Perkins Gilman
Bad Feminist Essay - ?
Presented by NEW OPULENCE ARTS  Surprise Party, Written and Directed by Tahnee Cadrez
Week 9 - October 29th, 2015
The Body as a Social Construction
The pretty girl pass
Eating Disorders
Sex, Power and Pornography
Women and the Media, Jean Kilbourne, Still Killing Us Softly

https://www.youtube.com/watch?v=Uy8yLaoWybk (Links to an external site.)

Week 10 - November 5th, 2015
Service Learning Paper turned in and Presentations given
MIDTERM

Week 11 - November 12th, 2015
Half the Sky: Kristof & WuDunn - Globalization and Women
Chpt. 1 - Emancipating Twenty-First Century Slaves
Chpt. 2 – Prohibition and Prostitution

Week 12 - November 19th, 2015
Half the Sky: Kristof & WuDunn - Globalization and Women
Chpt. 3 – Learning to Speak Up
Chpt. 4 – Rule by Rape

Week 13 - November 26th, 2015
Holiday No Class

Week 14 - December 3rd, 2015
Half the Sky: Kristof & WuDunn - Globalization and Women
Chpt. 5 – The Shame of “Honor”
Chpt.6 – Maternal Mortality One Woman a Minute

Week 15 - December 10th, 2015
Half the Sky: Kristof & WuDunn - Globalization and Women
Chpt. 7 – Why Do Women Die in Childbirth? Half the Sky: Kristof & WuDunn
Chpt. 8 – Family Planning and the “God Gulf” Chpt. 14 – What You Can Do
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?language=en (Links to an external site.)

Week 16 - December 17th, 2015
Are you a Feminist? and Imagine a Woman
FINAL
Final Exam: One exam will be provided that will test your knowledge of the readings, vocabulary and ability to critically analyze and address issues of gender local and global.