

Introduction to Women's & Gender Studies

WS/DV 1500 ~ #23206

Canvas Online Course

August 25 – December 12, 2014

Contact Information

Professor: Adrienne Andrews, MS, MA

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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

Half the Sky: Turning Oppression in to 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

Feminism: A Very Short Introduction (Feminism)

Margaret Walters

ISBN: 9780192805102

Oxford University Press

Gender and Sexuality for Beginners (GSB)

Jaimee Garbacik

ISBN: 9781934389690

Steerforth Press

***Supplemental Readings and Videos/Films as Assigned (see online file cabinet for PDF links)

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

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

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 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 no less than 150 words in peer review comments to TWO of your classmates 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, three reflection submissions and then a final short paper or video 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 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. *See list of recommended 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

| | |
|--------------|---|
| August 25 | <p>Welcome to Class Module 1: Women's History America's Women – Gail Collins Introduction Chpt. 1 – The First Colonists: Voluntary and Otherwise Chpt. 2 – The Women of New England: Goodwives, Heretics, Indian Captives & Witches Chpt. 3 – Daily Life in the Colonies: Housekeeping, Children, and Sex Chpt. 4 – Toward the Revolutionary War</p> |
| September 1 | <p>America's Women – Gail Collins Chapter 5 - 1800-1860: True Women, Separate Spheres and Many Emergencies Chapter 6 – Life Before the Civil War: Cleanliness and Corsetry Chapter 7 – African American Women: Life in Bondage Chapter 8 - Women and Abolition: White and Black, North and South</p> |
| September 8 | <p>America's Women – Gail Collins Chpt. 9 – The Civil War: Nurses, Wives, Spies and Secret Soldiers Chpt. 10 – Women Go West: Pioneers, Homesteaders and the Fair but Frail Chpt. 11 – The Gilded Age: Stunts, Shorthand and Study Clubs Chpt. 12 – Immigrants: Discovering the "Woman's Country" Chpt. 13 – Turn of the Century: The Arrival of the New Woman</p> |
| September 15 | <p>America's Women – Gail Collins Chpt. 14 – Reforming the World: Suffrage, Temperance and other Causes Chpt. 15 – The Twenties: All the Liberty You Can Use in the Backseat of a Packard Chpt. 16 – The Depression: Ma Perkins and Eleanor Roosevelt Chpt. 17 – World War II "She's Making History, Working for Victory" Chpt. 18 – The Fifties: Life at the Far End of the Pendulum Chpt. 19 – The Sixties: The Pendulum Swings Back with a Vengeance</p> |
| September 22 | <p>When Everything Changed – Gail Collins Introduction Chpt. 1 - Repudiating Rosie Chpt. 2 - The Way We Lived Chpt. 3 - Housework Chpt. 4 - The Ice Cracks Chpt. 5 - What Happened?</p> |
| September 29 | <p>When Everything Changed – Gail Collins Chpt. 6 - Civil Rights Chpt. 7 - The Decline of the Double Standard Chpt. 8 - Women's Liberation Chpt. 9 – Backlash</p> |
| October 6 | <p>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</p> |

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|-------------|--|
| | Module 2: Gender and Sexuality |
| October 13 | Gender & Sexuality for Beginners – Jaimee Garbacik Who Said That? Introduction 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 |
| October 20 | Gender & Sexuality for Beginners – Jaimee Garbacik Chpt. 4 – Modern Construction of Gender Roles Chpt. 5 – Sexual Orientation Watch: I Will Never Be Cut – Kenyan Girls Fight Back Agasint Female Genital Mutilation http://www.youtube.com/watch?v=u4qadz-es0E |
| October 27 | Gender & Sexuality for Beginners – Jaimee Garbacik Chpt. 6 - Gay and Lesbian ActivismL Chpt. 7 – Queer Theory Chpt. 8 – Transgender Contexts and Concerns Looking Forward Watch: LZ Granderson – the Myth of the Gay Agenda http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html Watch: Ash Beckham - Coming Out of Your Closet http://www.youtube.com/watch?v=kSR4xuU07sc |
| | Module 3: Feminism |
| November 3 | Feminism: A Very Short Introduction – Margaret Walters Introduction Chpt. 1 – The religious roots of feminism Chpt. 2 – The beginning of secular feminism Chpt. 3 – The 18 th Century: Amazons of the pen Watch: Courtney Martin Reinventing Feminism http://www.ted.com/talks/courtney_martin_reinventing_feminism.html |
| November 10 | Feminism: A Very Short Introduction – Margaret Walters Chpt. 4 – The early 19 th Century: reforming women Chpt. 5 – The late 19 th Century: campaigning women Chpt. 6 – Fighting for the vote: suffragists Watch: Leymah Gbowee – Unlock the Intelligence, Passion and Greatness of Girls http://www.ted.com/talks/leymah_gbowee_unlock_the_intelligence_passion_greatness_of_girls.html |
| November 17 | Feminism: A Very Short Introduction – Margaret Walters Chpt. 7 – Fighting for the vote: suffragettes Chpt. 8 – Early 20 th -century feminism Chpt. 9 – Second-wave feminism: the late 20 th century Chpt. 10 – Feminists across the world 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 |

| | Module 4: Activism |
|-------------|---|
| November 24 | <p>Half the Sky: Kristof & WuDunn (pick 4 of the following 7 chapters to read)</p> <p>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?</p> <p>WATCH: Sheryl Wudunn – Our Century’s Greatest Injustice http://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice.html</p> |
| December 1 | <p>Half the Sky: Kristof & WuDunn (pick 4 of the following 7 chapters to read)</p> <p>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</p> <p>Watch: Natalie Warne – Being Young and Making an Impact http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact.html</p> <p>Watch: Ory Okolloh on Becoming an Activist http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist.html</p> |
| December 8 | Final Assigned – Due December 12, 2014 |

Schedule of Assignments and Deadlines

All assignments are due by 11:59 PM.

Essays

| | Essay Due | Peer Review Due | Final Response Due |
|----------|------------------------|---------------------|---------------------|
| Essay #1 | | N/A | N/A |
| Essay #2 | Wednesday, October 8 | Friday, October 10 | Sunday, October 12 |
| Essay #3 | Wednesday, October 29 | Friday, October 31 | Sunday, November 2 |
| Essay #4 | Wednesday, November 19 | Friday, November 21 | Sunday, November 23 |
| Essay #5 | Wednesday, December 3 | Friday, December 5 | Sunday, December 7 |

Service Learning Project

| | Due Date |
|--|----------------------|
| Project Selection and Relationship to Course | Monday, September 15 |
| Online Training | Monday, September 29 |
| Reflection #1 | Tuesday, October 21 |
| Reflection #2 | Tuesday, November 4 |
| Reflection #3 | Tuesday, November 25 |
| Service Learning Report | Monday, December 1 |

Crucial Conversations

| | Assignment Due | Peer Review Due |
|-----------------|----------------------|-----------------------|
| Conversation #1 | Friday, September 26 | Tuesday, September 30 |
| Conversation #2 | Friday, October 3 | Tuesday, October 7 |
| Conversation #3 | Friday, October 10 | Tuesday, October 14 |

Final Exam

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|------------|-----------------|
| Final Exam | Due December 12 |
|------------|-----------------|

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%