

Introduction to Women's Studies

WS/DV 1500 ~ #23288

Canvas Online Course

August 27, 2012 – December 14, 2012

Professor: Adrienne M. Gillespie, MS, MA
232 Shepherd Union (Ogden)
801-626-7243 (phone)
801-626-7296 (fax)

adriennegillespie@weber.edu
amg5917@yahoo.com

Office Hours: By appointment

Skype Hours: By appointment

*You can add me to your Skype account as amg5917. When you send me an invitation, mention that you are a student in this class!

Required Texts:

Women Across Cultures: A Global Perspective, Third Edition

By Shawn Meghan Burn

***There is an eReader version of this text, that edition is also acceptable

***Supplemental Readings 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.

Social Science Learning Outcomes

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:

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

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.

Class Requirements:

Service Learning Project: 30% 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 to or create a community resource that works with women to address the needs, concerns and/or interests of this population. You will be required to complete a pre-project reflection in addition to a post-project reflection with final project presentation which may be a paper or video presentation. Additional materials will be shared the third week of class to further explain this assignment.

Exams: 25% of Grade

Two exams 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).

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. Each 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.

Each class 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 500 word typed response followed by 150 word written remarks by TWO of your classmates. You are then required to respond with a 200 word response to your peers remarks and are to be completed on the dates assigned in your syllabus.** 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.

Grade breakdowns follow traditional scoring patterns:

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

Assignments & Due Dates:

Please review the assignments for each class carefully. You are required to read those materials indicated on the syllabus in order to complete your assignments successfully. You will also want to watch any films or video clips link to that assignment date. Finally, supplemental readings may be assigned and will be found as PDF files for your convenience.

August 27th	<p>Chapter 1: Introduction to Global Women's Studies What is <i>Women's Studies</i>? What is feminism? Do you call yourself a feminist? Why or why not? Do you agree with chapter one's claim that many people have a negative view of feminism but that most people agree with the aims of feminism? Does it matter whether we call ourselves feminists as long as we're doing our part to promote gender equality? Would we be more effective if we distanced ourselves from the feminism label?</p> <p>Supplemental Reading: <i>White Privilege: Unpacking the Invisible Knapsack</i> By Peggy McIntosh <i>Should the World of Toys Be Gender Free?</i></p>
September 3rd	<p>Chapter 2: Women's Low Status and Power Some researchers have argued that paradigms used to explain lower female status may reflect a Western cultural bias with its denigration of domesticity and the devaluation of information power. What do you think? Are women really lower in status and power, or is their status and power just different from men's? Explain your answer.</p> <p>WATCH: Charlotte Bunch Introduces Violence Against Women Series http://www.youtube.com/watch?v=i3zUQpz2biA&playnext=1&list=PL63BBA3C53BBE2BEB Charlotte Bunch Intersections Between Culture & Violence Against Women http://www.youtube.com/user/CWGLRutgers#p/u/20/2cG9N7eHBxo Cynthia Rotheschild Violence Against Women Based on Gender Identity and Sexuality http://www.youtube.com/user/CWGLRutgers#p/u/23/LfVYMUg5y1w Yolanda Munoz Disability & Violence Against Women http://www.youtube.com/user/CWGLRutgers#p/u/32/PvedYy1P3HY</p> <p>Supplemental Reading: <i>Gender and Social Influence</i> by Linda L. Carli</p>
September 10th	<p>Chapter 3: Reproductive Health & Reproductive Rights How do you feel about one country making financial aid to another country contingent upon adoption of population control programs or rejection of certain types of family planning programs (e.g., ones with comprehensive sexual education or referrals for safe abortion)? Do countries have the right to do this? How is women's reproductive choice in your culture affected by the government, men and religion? Would your answer be different if you were a different age, ethnicity, sexual orientation or religion?</p> <p>WATCH: Female Genital Cutting: Vanguard http://www.youtube.com/watch?v=dLD_dnUfqk0</p> <p>Supplemental Readings: <i>Reproductive Rights Timeline</i></p>
September 17th	<p>Chapter 4: Women's Sexuality & Sexual Rights How heteronormative is your culture? Are you aware of occurrences of lesbian-baiting and sexuality-baiting? What happens if you tell people you are taking a women's studies class? Do lesbian and bi-sexual women face prejudice and discrimination? How visible are lesbian and bisexual women in the media? What would the world be like if homosexuality and bisexuality were not stigmatized? How would it affect children's play? How would it influence affection between those of the same sex? How would it affect what we wear? How would it affect what jobs we choose? How would it affect marriage?</p> <p>Service Learning Pre-flection Due Supplemental Readings: <i>Sexual Trafficking Facts</i> <i>Human Trafficking Facts</i> <i>Sex Trafficking Fact Sheet</i></p>

September 24th	Chapter 5: Women's Work Discuss how the fact that women get pregnant, have children, and retain primary responsibility for children interferes with equal employment opportunities. This is a case in which women's differences from men mean that they need to be treated differently from men. Is this consistent with feminists' desire for women to be treated equally to men? Supplemental Readings: <i>Promoting Employment for Women as a Strategy for Poverty Reduction</i> <i>Why Working Women are Stuck in the 1950s</i> <i>Women's Work & Pay</i> <i>11 Tips for Getting More Efficiency out of Women Employees</i> <i>Women Work & Economic Crisis – Some Lessons Learned from the Great Depression</i>
October 1st	Service Learning Project Selection Due
October 8th	Chapter 6: Women Development & Environmental Sustainability This chapter suggests that women's organizations play a key role in ensuring that women are included in development efforts. Do you think that eventually this may not be necessary? What would have to happen for their efforts to be no longer needed in this way? Choose a development agency or NGO and find examples of development projects that reflect the GAD approach. Supplemental Readings: <i>Gender Issues in Environmental Sustainability and Poverty Reduction in the Global Community</i> <i>Women and Environmental Sustainability</i>
October 15th	Mid-Term Exam
October 22nd	Chapter 7: Women and Globalization Locate websites that advertise mail-order brides (just type "mail-order brides" into a basic search engine and you'll find hundreds of sites). What countries do most potential "brides" come from? What are the economic conditions in those countries? Do the sites appear to cater to men seeking traditional gender-role relationships? Supplemental Reading: <i>Globalization 101</i>
October 29th	Chapter 8: Women & Religion Are traditional religions (Christianity, Islam, Hinduism, Judaism, and Buddhism) fundamentally sexist or have they merely been misinterpreted? Is it feasible that traditional religions can be reconceived or reinterpreted in a way that permits gender equality? Or will it be necessary for women to develop their own religions in order to achieve equality? Does the use of the pronoun "He" to refer to God and the exclusion of women from most religious hierarchies condition women to view themselves as inferior to men?
November 5th	Chapter 9: Women in Politics Write a biographical essay on a current woman president or prime minister. Analyze how she came to power using chapter concepts and explain whether she was an advocate for peace, ethics and women's issues. Do you agree that were it not for the fact that women leaders must act like men to get and stay in office, gender differences in leadership would be more apparent? Why or why not? Supplemental Readings: <i>Poised to Run</i> <i>Women in Politics: 2012 A Good Year to Run</i> <i>Women in Politics: A Case for Women</i> <i>Women in Politics</i> <i>Women in Politics: Nevada 2012</i> <i>Women in Politics: Texas 2012</i>
November 12th	Chapter 10: National and Local Women's Movements One of the themes of the chapter is that women's movements vary cross-culturally and that gender social change is something that women in a culture do for themselves. If this is true, how can feminists in one culture assist feminists in another culture, or can they? Would you recommend that women's organizations in your culture use the feminist label? Why or why not? Supplemental Reading: <i>Top 10 Wins for the Women's Movement</i> <i>Mass March by Cairo Women in Protest</i>
November 19th	Service Learning Update – In-Process Reflection

November 26th	Chapter 11: Transnational Women's Movements & Networks What should be done when local customs and national and religious laws contradict the treatment of women as required by UN conventions and declarations? Are you optimistic or pessimistic about a human rights approach to women's equality? Why?
December 7th	Service Learning Project Due with Post-Reflection Assignment
December 13th	Final Exam Due

***Supplemental films may be added as appropriate.

Assignments Dates & Deadlines

	Essay Due	Peer Review Due	Final Response
Essay #1	August 31st @ 10:00 AM	September 3rd @ 10:00 AM	September 5th @ 10:00 PM
Essay #2	September 7th @ 10:00 AM	September 10th @ 10:00 AM	September 12th @ 10:00 PM
Essay #3	September 14th @ 10:00 AM	September 17th @ 10:00 AM	September 19th @ 10:00 PM
Essay #4	September 21st @ 10:00 AM	September 24th @ 10:00 AM	September 26th @ 10:00 PM
Essay #5	September 28th @ 10:00 AM	October 1st @ 10:00 AM	October 3rd @ 10:00 PM
Essay #6	October 12th @ 10:00 AM	October 15th @ 10:00 AM	October 17th @ 10:00 PM
Essay #7	October 26th @ 10:00 AM	October 29th @ 10:00 AM	October 31st @ 10:00 PM
Essay #8	November 2nd @ 10:00 AM	November 5th @ 10:00 AM	November 7th @ 10:00 PM
Essay #9	November 9th @ 10:00 AM	November 12th @ 10:00 AM	November 14th @ 10:00 PM
Essay #10	November 16th @ 10:00 AM	November 19th @ 10:00 AM	November 21st @ 10:00 PM
Essay #11	November 30th @ 10:00 AM	December 3rd @ 10:00 AM	December 5th @ 10:00 PM

Service Learning Project #1	Project Selection September 10th @ 10:00 AM	
Service Learning Project #2	In Process Reflection Due November 19th @ 6:00 PM	
Service Learning Project #3	Final Project & Post-Reflection Due December 7th @ 10:00 PM	

Exam #1	Assigned on October	Due October 24st @ 10:00 PM
Exam #2	Assigned on December 10th	Due December 13th @ 10:00 PM