**Introduction to Women's Studies Syllabus**

**Instructor Information**

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| Instructor: |  Donna Hunter |
| Office: |  SSC 280 |
| Office/Chat Hours:  | By Appointment |
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**Instructor Communication**

I typically check for messages 3x a day and you can expect replies within 24 hours.  You can expect grades to be posted in 7-10 days depending on the size of the class.

**Course Description**

Welcome to the Introduction to Women's Studies online class! The course is an introduction to the discipline of women's studies using historical, modern and multicultural sources based on current feminist scholarship. We will examine the diversity of women's experiences through history and how they are shaped by social structures such as gender systems, politics and economics.  We will also analyze how experiences are mediated by categories of race, class, sexual orientation, and ethnicity. Finally, we will examine what activism looks like historically and currently.

This course is taught fully online and utilizes WSU's online learning environment, called Canvas.  All course assignments are available through Canvas and all coursework and learning activities (unless otherwise stated) will be submitted via Canvas.

**Course Objectives**

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

1. Analyze current social and/or political situations through the lens of women and gender studies.
2. Identify, compare, and evaluate culturally and/or historically specific constructs of gender.
3. Analyze systems of power, privilege, and/or oppression and be able to articulate how those systems shape the experiences of individuals and members of communities.
4. Recall, describe, and summarize various gender/feminist theories and/or scholarship

**Technology Requirements:**

 If you are not familiar with Canvas, please take a minute and read through the step-by-step instructions for some of the common features and functions in the Canvas system via the [**Canvas Student Guides**](http://guides.instructure.com/m/8470)**.**Be sure to know how to: update your profile and notifications, access and send messages, and access and submit assignments.

**Required Textbooks and Films**

1. Freedman, Estelle B. (2002). No Turning Back: The History of Feminism and the Future of Women. New York: Ballantine Books. ([http://www.randomhousebooks.com/?s=estelle+freedman#nogo (Links to an external site.)](http://www.randomhousebooks.com/?s=estelle+freedman#nogo))  ISBN:  978-0345450531

2. Johnson, Allan. (2014). The Gender Knot. 3rd ed. Philadelphia: Temple University Press. ([http://www.temple.edu/tempress/ (Links to an external site.)](http://www.temple.edu/tempress/)) ISBN:  978-1439911846

3. Solinger, Rickie. (2013) Reproductive Politics:  What Everyone Needs to Know. New York:  Oxford University Press. ([https://global.oup.com/academic/?cc=us&lang=en (Links to an external site.)](https://global.oup.com/academic/?cc=us&lang=en))  ISBN:978-0199811410

**Films**\*:  For those students outside the local area, please work with your local library to secure items through the Interlibrary Loan programs (ILL). It can take 2 weeks to get material in so please check the syllabus to request the films from your library in a timely fashion.

1. The Invisible War\* (WSU Library, Amazon Instant Video or Netflix)
2. Killing Us Softly 4 - Jean Kilbourne (WSU Library)
3. Who's Counting?- [https://www.nfb.ca/film/whos\_counting (Links to an external site.)](https://www.nfb.ca/film/whos_counting)

**Assignments**

**You are the project manager of your education, please use the assignments and rubrics to execute goals** of maintaining scholarships, being an academic ninja, making your mother happy, etc. (i.e. within the semester, plan your work and work your plan). Please do this within the semester timetable as sometimes students want extra assignment to buffer a low final grade.  This tends to be unfair to your peers and to me so all grades are based on the following categories:

|  |  |  |
| --- | --- | --- |
| **Assignments** | TOTAL | Weights |
| Module Discussion Assignments |  5 | 30% |
| Module Summaries |  6 | 40% |
| Autobiography |  1 | 10% |
| Final |  1 | 20% |
| Total |   | 100 |

Please see the Canvas Calendar for assignment schedule and due dates.

**Participation**

You are also expected to actively participate in the online discussions and exercises.  I need to consent to any exceptions/modifications you have in mind in advance.

**Late Assignment Policy** (assignments which are not quizzes or exams)

It is important that assignments be turned in on time as I need to grade them and/or they are peer-reviewed. Assignments will only be accepted up to a week late. If you submit an assignment late the starting grade from which I start grading your assignment is an 90% as opposed to 100%. Alternatives to this are on a case by case basis and are triggered with notification of extenuating circumstances (Examples: death in the family, documented illness) **before** the cutoff date/time **and** with consent of instructor to an alternative plan.

**Quizzes/Exams**Quiz and Final exam– these need to be completed at/within the designated times. Makeups are only permitted on a case by case basis with notification of extenuating circumstances (death, documented illness) **before** the cutoff date/time, **and** the consent of instructor to an alternative plan.

**Grading**

Grades will be assigned based on the following percentages:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | = | 95.0-100% |   | C | = | 73.0-76.9% |
| A- | = | 90.0-94.9% |   | C- | = | 70.0-72.9% |
| B+ | = | 87.0-89.9% |   | D+ | = | 67.0-69.9% |
| B | = | 83.0-86.9% |   | D | = | 63.0-66.9% |
| B- | = | 80.0-82.9% |   | D- | = | 60.0-62.9% |
| C+ | = | 77.0-79.9% |   | E | < | 60% |

 **Academic Honesty/Ethical Conduct**

All students are expected to behave in accordance with the rights and responsibilities outlined in the WSU Student Code ( [http://documents.weber.edu/ppm/6-22.htm (Links to an external site.)](http://documents.weber.edu/ppm/6-22.htm) ). In regards to academic honesty, you are expected to complete all academic work without resorting to cheating, plagiarism, collusion, falsification, lying, and/or bribery.  You can ask another student, a friend, or spouse questions about an assignment. But in the end you need to be the one that completes the required assignment. All work and assignments are to be your own work, unless otherwise instructed by the professor. Students who commit infractions of the WSU Student Code will be dealt with according to procedures outlined in the WSU student code. Penalties could include receiving a failing grade for this course,

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments toTurnItIn.com and documents submitted to it are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.

**Accommodations for Students with Disabilities**

In compliance with the American Disabilities Act (ADA), Weber State University seeks to provide equal access to its programs, services, and activities for persons with disabilities. Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) office. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary. For more information about the SSD contact them at voice: (801) 626-6413, TDD (801) 626-7283, ssd@weber.edu or [http://departments.weber.edu/ssd (Links to an external site.)](http://departments.weber.edu/ssd)

**Civility/Harassment/Discrimination**

You are an essential part of creating a dignified, respectful learning community for all class members.  All communication with class members (including me) should be respectful and professional. You can disagree with someone's position without eroding their inherent worth.  In this way you can help co-create an online neighborhood conducive to learning. (One strategy is to jot down the essence of your ideas before you begin to speak. Using ‘door openers’ are always helpful – ex:  “Could you say more about that?”)

Students are expected to maintain confidentiality regarding other students’ personal information/experiences that may be shared as part of class activities. Please use good judgment regarding what you choose to disclose in assignments with other classmates.  You are not required to disclose things about yourself that you are not comfortable disclosing. At times some material may trigger upsetting emotions. If you contact me, I am available to help you process these moments and/or provide alternative assignments as each case warrants.

Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect. While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work.

If you have questions regarding the university’s policy against discrimination and harassment you may contact the university’s AA/EO office (626-6239) or the website [http://www.weber.edu/aaeo (Links to an external site.)](http://www.weber.edu/aaeo).

**Threat to Self or Others**

Any disclosure by a student, orally or in writing, whether related to class assignments or not, that communicates the possibility of imminent danger to the student or others will be shared with the appropriate authorities