

CASPER COLLEGE COURSE SYLLABUS
WMST 1080 01 – Introduction to Women's Studies

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 12:30-1:45 p.m.

Days: TTh

Room: BU219

Instructor's Name: Georgia Wheatley

Instructor's Contact

Information: BU210

Call during office hours. You may leave a message on my voice mail. Please send all e-mail through the Moodle site.

Office Phone: 268-2700

Email:

wheatley@caspercollege.edu

Office Hours:

MW 11:15-12:00 p.m.

T 10:15-12:30 p.m., 1:45-2:45 p.m.

TH 11:15 a.m.-12:30 p.m.

I'm also available on MW when I work in the FlexLab (BU404) from 12:00-3:00, and in the FlexLab on F from 9:00-12:00. Please come by if you have questions or need help with Moodle.

Others by appointment

Course Description: A discussion of issues central to Women's Studies: the psychology, sociology, and acculturation of women, and women's contributions to and influence on society, culture, work and the arts.

Statement of Prerequisites: There are no prerequisites for this class. The clientele are students interested in learning about Women's Studies as an academic discipline and about women's contributions to American society.

Goal: The main objectives of the course are to introduce students to the academic disciplines involved in Women's Studies, to examine traditional knowledge and theories from a feminist perspective, to develop an appreciation of the historic and contemporary works of women, and to investigate the systems that shape women's lives and expectations. These four goals are emphasized:

- an increased awareness of feminist issues,
- an increased ability in critical analysis,

- an increased sense of personal empowerment,
- and an increased ability to relate education to lives outside the classroom.

Outcomes:

Upon the successful completion of Introduction to Women's Studies, the student will:

- Recognize and understand sexist language,
- know details about women's situation in America (including work, health, education, and diversity),
- know about several theories of gender inequality,
- know about women's contributions to American culture,
- be aware of gender stereotypes,
- demonstrate critical analysis skills, and
- demonstrate the ability to relate content to lives outside the classroom.

Course Objectives:

The course objectives for this class are tied to the following Casper College General Education outcomes:

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research

Methodology:

This course is based on "active learning" and "learner-centered" pedagogy. This means that the course is centered on the process of critical thinking and the uncovering of knowledge rather than on the memorization of facts. Both students and instructor have responsibilities within this structure.

Student Responsibilities:

- Claim your education, not become a passive recipient of knowledge.
- Complete the readings thoughtfully and critically and come to class prepared to discuss them.
- Participate in in-class discussions and activities; the more you put into this course the more you'll get out of it.
- Teach and learn from each other.

Instructor Responsibilities:

- Create meaningful learning environments for class dialogue, discussion, activities, etc.
- Aim to uncover course content and knowledge.
- Encourage a classroom environment that is conducive to learning.

- Elicit student discovery and construction of knowledge.

In a learner-centered classroom, the focus of the course is uncovering content. Class periods will include critical analysis of readings, discussions, dialogue-based lectures to uncover material, group analytical exercises, critical analysis of films, etc. Students should come to class having read and taken notes on all assigned readings. As you read, consider the following critical questions:

- What is the purpose of the reading? Why did the writer choose to write about the particular topic? What issues are raised by the reading?
- What kind of evidence or experience does the writer use to support the purpose of the reading? Does the writer address the complexities of the issue?
- What connections did you make between the readings?
- How does this piece contradict or confirm other assigned readings?
- How has this reading extended or challenged your understanding of the issues raised?
- Point of View: Does the writer show sensitivity to alternative relevant points of view or lines of reasoning? Does the writer consider and respond to objections framed from other relevant points of view? Does the writer show a sensitivity to the implications and consequences of the position the writer is taking?

In-class Quizzes

The typical format for the class will include lecture, readings, and discussions. There will be an occasional short quiz at the beginning of the class period. The quiz will cover the week's reading material and will be easy for those who have read the assignments.

Weekly Discussion Posts

You will be responsible for posting **two** discussions for the assigned chapters. Your first post should be an original post based on the readings and connecting the chapter readings with the readings at the end of the chapter. You should introduce a subject from the chapter that particularly interested you or about which you feel strongly, either positively or negatively. **You must include direct reference to the course material.** Provide a *short* quote, or summarize an idea from our readings or from a film. We'll be using MLA formatting in this course, so your citations should look like this: (Ozakawa-Rey 100) for example, if the quote or the idea were from page 100. You'll obviously replace the 100 with the page number of your citation. Please plan on including at least 5 complete sentences, in your own words, for each post. The quotes are not included in the 5 sentence minimum.

Each post is worth 10 points and will be graded for format, content, and level of engagement. Each post will be graded as follows:

- A (9-10 points): Contains at least five full sentences. Shows thoughtful, sustained engagement with the reading and the issues under discussion. Includes at least one short citation and explicitly connects the discussion to current week's course content.
- B/C (7-8 points): Shows engagement with the reading. Shows you're thinking. Fewer than five full sentences, or quotation is too long.

- D/F (0-6): Way off point, too short to develop ideas, or too technically incorrect. Includes no citations and no connections to course content.

Please read the discussion rubric linked at the top of our homepage. It provides examples of posts, and describes the requirements in further detail.

Midterm Journal Reports

Your midterm paper will be a 3-4 page analysis of an academic journal article. Instructions will be distributed. You **MUST** either go to the Casper College Writing Center or use the online SmarThinking before submitting your papers. The SmarThinking instructions are posted at the top of our Moodle homepage. If you go to the Writing Center, I will receive an e-mail with that confirmation.

When you submit the final paper, you'll submit 2 files: comments from SmarThinking (if used), and a revised final draft. If you've used the Writing Center, submit only the final draft. The midterm paper is worth 50 points.

Final Academic Paper and Presentation

Your final paper will be a 5-7 page description of a book you will select and read over the course of the semester. Instructions will be distributed. You **MUST** either go to the Casper College Writing Center or use the online SmarThinking before submitting your papers. The SmarThinking instructions are posted at the top of our Moodle homepage. If you go to the Writing Center, I will receive an e-mail with that confirmation.

When you submit the final paper, you'll submit 2 files: comments from SmarThinking (if used), and a revised final draft. If you've used the Writing Center, submit only the final draft.

A student's grade is based on the following components:

- attendance and participation,
- assigned discussion posts, (10 points per post, two required per assigned chapter)
- occasional in-class assignments (10 points each, these may not be made up),
- other potential assignments based on class progress, events, etc. (announced in advance),
- one midterm academic journal report (70 points), and
- one oral presentation and final written academic paper (100 points).

Please note that there will be occasional extra credit opportunities. These opportunities are available to students in good standing, i.e., no plagiarism, etc.

All course content will also be posted to the Moodle website for this course. If you miss a class, please look on the website to find the content for that class.

Evaluation Criteria: The final grade will include the grades for discussion posts, the midterm journal report, oral presentation and research paper, occasional quizzes, and in-class participation. A total point system will be used to determine a percentage grade with the following scale being used:

A 90-100% B 80-89% C 70-79% D 60-69%

Required Text, Readings, and Materials:

Women's Lives, Multicultural Perspectives, Sixth Edition, by Gwen Kirk and Margo Okazawa-Rey
ISBN-13: 978-0-07-351234-1

Class Policies: Successful completion of the course requires timely adherence to the schedule outlined in the class handouts.

Last Date to Change to Audit Status or to Withdraw with a W Grade: November 12, 2015.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

The instructor reserves the right to change the syllabus and outline as necessary.

Classmates Contact Information:

Please exchange contact information with at least 2 classmates. The contact information will be useful for getting class notes when you miss class sessions, for group projects, and to form study groups.

Name:	Name:
Email:	Email:
Phone #:	Phone #:

Course Content Schedule

(subject to change depending on class progress and instructor prerogative)

All readings are from course textbook unless otherwise noted.

Week 1

Aug	25	<u>Introduction</u>	
	27	<u>In Class</u>	Chapter 1 Lecture Discussion

Week 2

Sep	1	<u>Assignments</u>	(Please have these read for today's class.) Read "Who is Your Mother" and "A Black Feminist Statement" found at the end of chapter 1. Start thinking about the discussion posts for chapter 1. Read the critical analysis guidelines and write down some responses for the questions.
	3		Meet near the helpdesk in the Casper College Library for database training.
		<u>Due</u>	Chapter 1 discussion posts due First post due no later than Friday of this week at 11:55 p.m. Second post due no later than Saturday of this week at 11:55 p.m.

Week 3

Sep	8	<u>Assignments</u>	(have these read for today's class) Read Chapter 2 Read "The Social Construction of Gender" found at the end of ch 2)
		<u>In Class</u>	Chapter 2 Lecture Ch 2 Discussion
	10	<u>In Class</u>	Michael Kimmel
		<u>Due</u>	Chapter 2 discussion posts due First post due no later than Friday of this week at 11:55 p.m. Second post due no later than Saturday of this week at 11:55 p.m.

Week 4

	15	<u>Readings</u>	<i>Ain't I a Woman</i> , (handout) The Declaration of Sentiments, Seneca Falls Conference, 1848 (handout)
	17	<u>Film</u>	"Not For Ourselves Alone" first part
<hr/>			
Week 5			
<hr/>			
	22	<u>Film</u>	"Iron Jawed Angels"
	24	<u>Film</u>	"Iron Jawed Angels"
		<u>Due</u>	Suffrage discussion posts due First post due no later than Friday of this week at 11:55 p.m. Second post due no later than Saturday of this week at 11:55 p.m.
Midterm journal article titles due this week no later than Saturday at 11:55 p.m.			
<hr/>			
Week 6			
<hr/>			
	29	<u>In Class</u>	Second Wave
Oct	1		Second Wave
<hr/>			
Week 7			
<hr/>			
	6	<u>In Class</u>	Third Wave
	8	<u>In Class</u>	Third Wave
		<u>Due</u>	Second and Third Waves discussion posts due First post due no later than Friday of this week at 11:55 p.m. Second post due no later than Saturday of this week at 11:55 p.m.

Week 8

Midterm papers due no later than Wednesday, 10/14/15 at 11:55 p.m.

13 Identity Discussion

Readings

Skim Chapter 3

“A Question of Class” found at the end of chapter 3.

“Once Upon a Quinceañera” (end of Ch 3)

“The All-American Queer Pakistani Girl” (end of Ch 4)

15 Informal Presentation of midterm papers

Week 9

20 Fall Break

22 TBD

Week 10

27 **Readings** Chapter 4

29 **Readings** “Guadalupe the Sex Goddess,” and “Women and the Rise of Raunch Culture” found at the end of chapter 4

Week 11

Nov 3 **Readings**

Read the article "[Do Muslim Women Really Need Saving](#)" found on page 89 of our text. The article is also linked below. This reading is quite academic - please pay particular attention to these points:

Why might some women choose to wear the burqa?

What is the history of the burqa?

What is the definition of the Taliban?

Are all Muslim women the same?

How has the population of Afghanistan changed as a result of war?

You don't have to answer each one of these questions explicitly; they're points I'd like you to think about as you read.

Read “A Bird with One Wing” found on page 493 of our text

How have women's lives changed? What were their experiences before the war? After the war? How have the women's experiences differed?

- | | | |
|---|------------------------|--|
| 5 | <u>In Class</u> | Discussion |
| | <u>In Class</u> | Discussion |
| | <u>Due</u> | Muslim women discussion posts due
First post due no later than Friday of this week at 11:55 p.m.
Second post due no later than Saturday of this week at 11:55 p.m. |

Week 12

- | | | |
|----|--------------------------|--|
| 10 | <u>Readings</u> | Chapter 5 and “Living to Love” found at the end of chapter 5 |
| 12 | <u>Assignment</u> | Find one article, song, poem, piece of art, etc. about women’s health or women’s bodies and bring it to class. Your source may be online or hard-copy. Please be prepared to briefly discuss your item and describe how it critically relates to the topic |
| | <u>In Class</u> | Chapter 5 Discussion |
| | <u>Due</u> | Ch 5 discussion posts due
First post due no later than Friday of this week at 11:55 p.m.
Second post due no later than Saturday of this week at 11:55 p.m. |

Week 13

- | | | |
|----|--------------------------|--|
| 17 | <u>Film</u> | “Killing Us Softly” |
| | <u>Discussion</u> | |
| 19 | <u>Readings</u> | Chapter 6
“Radical Pleasure and “Engaging Men Against Violence” found at the end of chapter 6 |

In Class Chapter 6 Lecture
Discussion

Due Chapter 6 discussion posts
First post due no later than Friday of this week at 11:55 p.m.
Second post due no later than Saturday of this week at 11:55 p.m.

Week 14

24 **Readings:** A Jury of Her Peers (handout)
Yellow Wallpaper (handout)

Assignment: Please be prepared to critically analyze the readings in class

26 Thanksgiving Break

Week 15

Dec 1 **Readings** Chapter 7
“Women and Men Living on the Edge” and “The Mommy Tax”
found at the end of chapter 7

In Class Discussion

3 **Women in the Military**

Week 16

8 Finals - Final Presentations

10 Final Presentations

Week 17

14-17 Finals - Final Presentations

Final papers due no later than Tuesday, December 15, 2015 at 11:55 p.m.

Introduction to Women's Studies Midterm Exam Assignment

Please don't be overwhelmed by the instructions :-) Read the instructions, let me know if you have questions, and please know that help is always available.

This is an analytical paper, not a persuasion paper and is worth 70 points.

Please use the definition of analytical paper supplied by the Purdue Online Writing Lab: "An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience."

[\(https://owl.english.purdue.edu/owl/resource/545/01/\)](https://owl.english.purdue.edu/owl/resource/545/01/)

The review from the Casper College Writing Center or from SmarThinking (details below) is included in the grade points (the rubric).

1. Go to the Casper College Library and select one reading from the online Women's Studies journals available through the Casper College library databases. Select a journal article that personally interests you.
2. You must get my approval for the selected journal article before proceeding with the analysis. **You'll get approval by posting the title of your journal article to the discussion board found at the top of our homepage.** Make sure the title of the post is the title of your article. In the body of the post, briefly describe the topic of the journal article, tell which journal published the article, and confirm that the journal is peer-reviewed. I'm happy to discuss the topic with you during my office hours or via e-mail, but I need the discussion post to make it official. This post is worth 10 points and if you've received the points, the topic has been approved. Please note that links to the database don't work; go ahead and list the topic yourself and describe the article.
3. Find one other online source that discusses the topic and use it in your analysis. This source does not necessarily need to be academic, but please use common sense in selecting the source. Here's an example: if the topic of your journal article is women's education, you could use the American Association of University Women (AAUW) website to find some information to include in the midterm.
4. Write a 3-4 page analysis of the journal article being sure to include some of the topics we've covered by midterm. How does your topic relate to our course topics?
5. Please take care to write three full pages, not including the Work Cited page
6. Follow 2009 MLA format. There's a link at the top of our homepage to a sample 2009 MLA paper. Your paper should follow the following format:
 - a. 3-5 pages
 - b. One-inch margins

- c. 12-pt Times New Roman Font
- d. Works Cited page (please see sample paper for format if you're unsure). I always use knightcite.com to create citations when I'm writing papers. Knightcite will create your entries for you and you can cut and paste them into your Works Cited page, but you will need to change the font to 12-pt TNR and the formatting to hanging indent.

You should have three entries on your Works Cited page: the academic journal article, your second online source, and our textbook.

7. Your paper must be reviewed before submitting it. You have two choices:
 - a. Take your paper to the Casper College Writing Center. They will send me an e-mail telling me that you've visited the center.
 - b. Use the online SmarThinking resource. Please follow the instructions for submitting papers to SmarThinking which are posted at the top of our homepage.

**WMST Midterm Journal Article Report Grading Rubric
(70 Points)**

	Content	
Excellent discussion of detail 12	Adequate discussion of detail 8-4	Vague discussion of detail 3-1
Impressive depth of insight/analysis 12	Adequate depth of insight/analysis 8-4	Unexceptional insight/analysis 3-1
Effective conclusion/integration 12	Adequate conclusion/integration 8-4	Weak conclusion/integration 3-1
	Format and Style	
Excellent MLA Style 10	Adequate MLA Style 8-4	Poor MLA Style 3-1
Correct grammar/ no spelling mistakes 10	Few grammar errors/ Few spelling mistakes 8-4	Incorrect grammar/ many spelling mistakes 3-1
Correct Number of Pages and Sources for Assignment + Review by Smarthinking or Writing Center 14	Adequate manuscript 8-4	Incorrect Number of Pages for Assignment 3-1
Total Points _____	Sum points to get total score.	

Introduction to Women's Studies Final Exam Assignment
Final Paper Assignment – Due per course schedule

Again, please don't be overwhelmed by the instructions ;-) Read the instructions, let me know if you have questions, and please know that help is always available.

This is an analytical paper, not a persuasion paper and is worth 100 points.

Please use the definition of analytical paper supplied by the Purdue Online Writing Lab: “An analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.”

(<https://owl.english.purdue.edu/owl/resource/545/01/>)

The review from the Casper College Writing Center or from SmarThinking (details below) is included in the grade points (see rubric).

100 points

1. You will physically check out a book relating to Women's Studies from the Casper College Library. For distance ed students: if you live out of town, the library will mail the book to you. The Casper College Library contains a large collection of books related to Women's Studies. Michelle DeSalvo, one of the librarians, has created a web page for this class showing some of the books that are available on a variety of topics such as women pirates, chick lit, women stalkers, and women cartoonists, etc. Here's the link: [sample selection of Women's Studies book titles](#)

Please go to the library and spend a little bit of time finding out what is available. Select a topic and a book that is personally interesting to you. The librarians will be happy to help you. The books are reserved on a first-come-first-served basis. For distance ed students: the librarians will speak with you on the phone to help you select a book.

You may also purchase a book; please get approval for the book before the purchase.
Also please note that the books must be nonfiction.

Only one student from each class may use any given book, and books are reserved on a first come first served basis.

2. You must let me know which book and which topic you've selected.

Please post to the final report discussion found at the top of our homepage. Put the title of the book as the subject line of the post. Please take a look at the other discussions by the other students. If someone has already chosen your book, you'll need to select another. In the body of the post, provide a brief description of the book. I'll contact you if there are any problems with the book. I'm happy to discuss the topic with you during my office hours or via e-mail, but I need the post to make it official.

3. Find one other online source that discusses the topic and use it in your analysis. This source does not necessary need to be academic, but please use common sense in selecting the source. Here's an example: if the topic of your journal article is women's education, you could use the American Association of University Women (AAUW) website to find some information to include in the midterm.
4. Write a 5-7 page analysis of the book being sure to include some of the topics we've covered in class. How does your topic relate to our course topics? Critically analyze the book using the topics studied in this class. Your paper may answer such questions as these:
 - a. Did the woman/women consider herself/themselves to be feminists? Even if they didn't, did they behave in feminist fashion? How?
 - b. How did the woman/women identify themselves on the micro, meso, and macro levels?
 - c. How did the woman/women identify sexually?
 - d. What were the family and community relationships?
 - e. etc. Obviously not all of these topics will pertain to every book.
5. Please take care to write 5-7 full pages, not including the Work Cited page
6. Follow 2009 MLA format. There's a link at the top of our homepage to a sample 2009 MLA paper. Your paper should follow the following format:
 - a. 5-7 pages
 - b. One-inch margins
 - c. 12-pt Times New Roman Font
 - d. Works Cited page (please see sample paper for format if you're unsure). I always use knightcite.com to create citations when I'm writing papers. Knightcite will create your entries for you and you can cut and paste them into your Works Cited page, but you will need to change the font to 12-pt TNR and the formatting to hanging indent.

You should have at least three entries on your Works Cited page, including the book you've selected, your second online source, and our textbook.
7. Your paper must be reviewed before submitting it. You have two choices:
 - a. Take your paper to the Casper College Writing Center. They will send me an e-mail telling me that you've visited the center.
 - b. Use the online SmarThinking resource. Please follow the instructions for submitting papers to SmarThinking which are posted at the top of our homepage.
8. Prepare a PowerPoint presentation of your paper. You'll submit your PowerPoint presentation for comments from classmates.
9. The grading rubric for the final paper is on the following page.

WMST Final Paper Grading Rubric
(100 Points)

	Content	
Excellent discussion of detail 20	Adequate discussion of detail 19-10	Vague discussion of detail 9-1
Impressive depth of insight/analysis 20	Adequate depth of insight/analysis 19-10	Unexceptional insight/analysis 9-1
Effective conclusion/integration 20	Adequate conclusion/integration 14-8	Weak conclusion/integration 7-1
	Format and Style	
Excellent MLA Style 10	Adequate MLA Style 8-4	Poor MLA Style 3-1
Correct grammar/ no spelling mistakes 10	Few grammar errors/ Few spelling mistakes 8-4	Incorrect grammar/ many spelling mistakes 3-1
Correct Number of Pages and Sources for Assignment + Review by SmarThinking or Writing Center 20	Adequate manuscript 8-4	Incorrect Number of Pages for Assignment 3-1
Total Points _____	Sum points to get total score.	

Oral Presentation Rubric

(30 points each)

	Excellent	Good	Needs Work
Organization			
presentation refined and clearly explained	3	2	1
information logically introduced and explained	3	2	1
the area of study's connection to the broad topic and the group's work is clearly explained	3	2	1
Content			
presentation reveals good use of sources	3	2	1
presentation provides pertinent information	3	2	1
Presentation			
speaks clearly	3	2	1
uses appropriate language	3	2	1
uses appropriate body language	3	2	1
asks for and fields questions	3	2	1
meets time specifications	3	2	1