

College of Arts and Science
Women's Studies Department
Oakland University
WGS 1000 INTRODUCTION TO WOMEN'S STUDIES
41231 - WGS 1000 - 4 Credit hours
On-Line Fall Sep 5-15 2018

Instructor: Sue Rumph

Women's Studies Office 521 Varner Office Phone: (248) 370-2154

Office Hours: Via WebEx virtual office per request

COURSE DESCRIPTION:

Women and Gender Studies is an interdisciplinary field devoted to the study of the dynamics of gender, sex and power. Particular attention is given to differences among women in various social and cultural contexts, the representation of women in literature, art and the media, and the conditions that promote and impede women's progress. In addition, women and gender studies puts gender, what it means to be feminine or masculine, a man or a woman, at the center of the analysis. This includes questioning how gender shapes societal participation, privileges, statuses, and experiences. Women and gender studies uses feminist methodologies and theories to describe and analyze the impact of social movements, historical events, public policy and other social forces on women and men. Specific attention is given to how gender intersects with race-ethnicity, class, sex, sexual identity, national identity and religion. Satisfies the university general education requirement in the social science knowledge exploration area or may be used in lieu of one of the College of Arts and Sciences' distribution categories, not both. Satisfies the university general education requirement in U.S. diversity.

COURSE OBJECTIVES:

To develop the ability to analyze how major institutions of society are structured by culturally constructed categories and ideologies of gender, race, ethnicity and class.

To demonstrate an understanding of societal assumptions and biases that exist about women and men.

To examine how gender is socially constructed and affects access to opportunity, power and resources.

To gain insight into their own lives in the experiential process employed in the course through a variety of methods and to prepare students to make informed decisions about their own life choices.

To understand how seemingly "different" forms of domination interconnect and therefore, to question everyday categories of analysis and identity.

GENERAL EDUCATION LEARNING OUTCOMES:

Social Science

The student will demonstrate:

- knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies.
- application of concepts and theories to problems involving individuals, institutions or nations.

U.S. Diversity

The student will:

- demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender and ethnicity.
- Identify major challenges and issues these raise in society.

Social Science Objectives

This course is the introduction to the interdisciplinary field of Women's Studies, which developed as the feminist critique of the construction of knowledge in the traditional academic disciplines, all of which exhibit male bias.

*The students will be presented with women's studies concepts, methods and theories designed to enhance understanding of human behavior in U.S. society and globally. Examples include the processes in social institutions whereby gender norms of behavior are constructed, theories of the social processes and structures involved in the creation and maintenance of patriarchal societies such as the U.S., and research methods developed from women's standpoints and experiences that critique the widespread representation of men's experiences and viewpoints as universal ungendered societal and behavioral norms.

*They will be able to analyze how major institutions of society are structured by culturally constructed categories and ideologies of gender, race, ethnicity and class.

* Critical analysis is employed as students learn the feminist methodology and theories designed to bring back women's voices and viewpoints that have been suppressed from academic knowledge.

* Students learn how to apply these concepts and theories to problems involving the individual and the institutions. The subject of women's studies is uniquely applicable to students' lives, including how the construction of gender affects social expectations and behaviors of students.

*Students gain insight into their own lives in the experiential process employed in the classroom as well as in smaller groups and research. This consciousness raising prepares the students to make informed decisions about their own life choices, in the light of new understanding about sexism in our culture.

Diversity Objectives

WS200 addresses diversity by examining the major issues of all three categories of gender, race, and ethnic inequities in American values and social structures, and fosters discussion of possible solutions to these inequities.

*The students will learn to analyze how societal structures and value systems vary according to different genders, races and ethnic groups. The course focuses on the diversity of women's experiences in American social institutions as seen in the complex intersections of gender, race, and ethnicity.

*Students will identify major challenges and issues raised in society as seen through the lives of women of different races and ethnic groups. For instance, students learn how discrimination multiplies for women who are also African American, in contrast to the privileges of elite white women in American society.

*The students will also be presented with information about overlooked contributions to American society and culture by individuals and groups combining a variety of gender, racial, and ethnic affiliations and identities.

CROSS-CUTTING CAPACITIES:

The student will demonstrate:

- Critical thinking
- Social Awareness
- Effective communication

Mid term evaluations: Senate legislation enacted in April 2003 requires that instructors of 100- and 200-level courses provide registered students with mid-term evaluations if their academic progress is unsatisfactory (as defined by the instructor) by the seventh week of classes. The legislation requires that only those students who are making unsatisfactory progress need to be notified. The intent of the legislation is to provide students with notification in time for them to seek assistance to improve their performance before withdrawing from or failing the course. Should students receives a “U,” you can request a private meeting with me via WebEx teaching, seek assistance from The Tutoring Center, and/or talk with their academic adviser. Students are encouraged to utilize services at The Tutoring Center even if they are not notified of unsatisfactory work. These are services you are paying for in your tuition, make the most of them.

If you would like more information on becoming a major or minor in Women and Gender Studies, please contact Director Jo Reger at 248 370-2575 or [HYPERLINK "mailto:reger@oakland.edu" reger@oakland.edu](mailto:reger@oakland.edu). Also check out the website for more information: www2.oakland.edu/ouws/.

Required Text and Supporting Course Material:

Required textbook

Introduction to Women's, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches -L.Ayu Saraswati, Barbara L. Shaw, and Heather Rellihan
ISBN # not available

Required video: Only available at WGS office and Kresge Library – on reserve
Voices From the Streets: Countdown to a March – Directed by Sue Rumph

Recommended (meaning you are not tested over them and you do not have to buy them)

1) *Why So Slow: The Advancement of Women* -Virginia Valian

ISBN # 0262220547

2) *Feminist Theory: From Margin to Center* -bell hooks

ISBN# 0896082210

3) *Teaching Sex: the shaping of adolescence in the 20th century* -Jeffrey P. Moran

ISBN # 067400227X

- 4) *SLUT! Growing Up Female with a Bad Reputation* -Leora Tanenbaum
ISBN# 0060957409
- 5) *I Am Not a Slut: Slut-Shaming in the Age of the Internet* -Leora Tanenbaum
ISBN # 9780062282590
- 6) *Female Chauvinist Pigs: Women and the Rise of Raunch Culture* -Ariel Levy
ISBN# 139780743249898
- 7) *Can't Buy My Love: How Advertising Changes the Way We Think and Feel* -Jean Kilbourne
ISBN# 0684865998
- 8) *Powering UP: How America's Women Achievers Become Leaders* -Anne Doyle
ISBN# 97814568117417

Expectations of Students:

Students staying in this course are agreeing to all conditions in the Syllabus. It is highly recommended students read it, ask if there are any questions and advise Ms. Rumph is there any conflicts or special needs.

On-line expectations: It is a common misconception on-line courses are easier. They are simpler a different learning format/environment. For first time on-line students be advised the on-line environment is a more self directed learning environment. It is easy for the course to get “away” from student if assignments and lessons are not kept up with. Being a directed study format there can be more reading and it is important to keep up with it. Communication with the instructor and other student can help avoid getting behind before it is difficult to recover.

Disability Support Services, North Foundation Hall, Room 103A, 318 Meadow Brook Rd. (248) 370-3266. Office hours 8am-5pm M-F.

Alternate testing:

Students may be approved for Extended Time Only Testing or Individualized Testing arrangements. The appropriate method is based upon the findings in the documentation and a discussion about the particular functional limitations of the student's disability. When the impact of the disability requires additional support (for example: double time, test readers or scribes, assistive technology, Word processor), the DSS office will recommend the Individualized Testing method. The DSS office provides this accommodation. Procedures for alternate testing for individualized and extended testing is found at <https://oakland.edu/dss/academic-support/>

Attendance: Attending WebEx sessions as part of the Participation assignment is required. WebEx sessions are set on Thursday's 8 pm beginning the first Thursday of the semester. If students have conflicts with that day and time, alternative sessions can be set if two of more students can attend on the alternative day.

GRADE DETERMINATION

Students are evaluated based on weighted grades for the semester.

ASSIGNMENTS

Course Assignments	Weight of Grade
Quizzes	30%
Final Exam	30%
Critical Thinking	20%
Participation	20%
Total	100%
<i>Extra Credit</i>	10%

Evaluation components

*If dates vary from Moodle go by the Moodle dates. the Moodle dates.

Quizzes = 30% of total

Quizzes are administered on Sundays at the end of each week. The only exception may be the end of the semester which may end before a Sunday. Students will have 30 minutes for each quiz. Once you sign into the quiz the timer will start. All quiz attempts shut down at the due time despite the time you begin the quiz, so start the quiz at least 90 minutes before the due time.

Quiz Tips for studying – Quizzes are designed with the assumption all reading and lectures are completed. Since quizzes and the final exam are given on-line they are designed as open book. All questions and answers are randomized so organization of material is key. It is recommended that students create a list of notes listing the pages and the corresponding points on that page. Think of it as making a map of the underlined sections read. If more than one passage per page is underlined assign them a sub number. Numbers correspond to highlighted or marked sections in the reading.

For example:

Teaching Sex

pg 1-1 adolescence "invented"

pg 1-2 invented by G.Stanley

pg 1-3 previously not considered "class unto themselves"

And so on...the notations do not need to be detailed but give you an idea where to look without having to reread the text and provides a short reference list for use during taking quizzes and the final.

**Make up quizzes are given at the discretion of Ms. Rumph. If make quizzes are not approved points can be made up by doing extra credit. Requirements are listed in Extra Credit section.

Final Exam = 30% of total grade Opens Dec 10-12 11:55 pm

Students will have 4 hours to complete the exam in Moodle. The final exam is a collection of majority past quiz questions and possible new questions. All questions and answers are randomized. Due to the randomization of the questions it is recommended students review all previous quizzes.

At the end of the study day SAT Dec 8 10 pm all course information including grades, except access to the final exam, is hidden. Therefore, any desired information such as Power Point lectures, quizzes and grades must be downloaded prior to SAT Dec 8 10pm.

Tips to study for Final Exam –

Questions and answers on the final are randomized; meaning memorizing the letter answers to questions will not help. Students must be familiar with course material in order to be successful on the exam.

Accessing previous quizzes -- Completed quizzes are accessed by selecting the quiz link, scrolling to the bottom of the page and selecting the blue 1 attempt. This opens your quiz showing the questions, answers and any comments made on the answers. Copies can be made and pasted into a Word document to use for studying for the final. Copies of these quizzes and notes made from reading as suggested in the quiz section are the study guides for the final. No other study guide is provided. Students are encouraged to post questions to Student question and comments forum. Acceptable questions are to start a discussion, asking for the answer is not acceptable.

Fundamental Women's Concepts and Topics **Theoretical Application**

In completion of the Social Science learning outcome gender analysis projects provide students an opportunity to demonstrate knowledge of concepts, methods and theories designed to enhance understanding of human behavior and the impact on U.S. society by completing course assignments.

Write all papers and forum posts in college English course standards. Needed are thesis statements, citations when works of other sources are used and a Reference page. Citation format required is American Sociological Association (ASA). Links to ASA is provided in Moodle.

Assignment assessments are based on

*Strength of argument: how well theory is used to support argument, what other sources are used to support the argument and how detailed is the argument discussed.

*Thesis statement includes theory being argued and argument being made.

*Use of American Sociological Association (ASA) format of citations in the body of the paper and a Reference page.

Critical Thinking = 20% of total grade

Critical Thinking Questions

Using the reading from the textbook and additional sources critically think about the questions below and submit a word document answering one of the questions. Provide at least two paragraphs to answer the questions. If sources are used in your answer it must be properly cited in ASA (American Sociological Association) format and a Reference list of all sources used must be included at the end.

Class Participation = 20% of total grade

Class Discussion Forum

Part 1 (10 pts) Is exploration of an issue or situation then answering question about it.

Part 2 (5 pts) Class discussion:

Create a class discussion by make five posts to other students or five posts to one student commenting on specific selected questions. Use previous readings or other research sources. When sources are used citations must be made including a Reference list at the end of the posting.

Extra Credit 10% Due Sun Dec 2, 11:55 pm

To earn the total one must come from each category. They can be submitted during any time of the semester. Due date listed in Extra Credit section.

Video Viewing +20 points maximum 1 paper = +10% to final total

View the video listed in the file, Extra Credit Option in the EC papers load here assignment, listed at the end of Moodle. Submitting a gender analysis on the film relating it to arguments from previous readings in the text book. Only films in the file attached to the Extra Credit Option assignment are accepted unless approved by Ms. Rumph.

Paper Requirements and Submission

All papers must include:

- 1) WS theoretical argument using argument from author in textbook *Introduction to Women's, Gender & Sexuality Studies: Interdisciplinary Approaches*.
- 2) All sources MUST be cited in the body of the paper using correct ASA formatting. Reference page needs to be attached at the end of the paper to receive full credit.
- 3) File name includes your name. Example: suerumphAmericanCotesans

GPA							
%	GPA	%	GPA	%	GPA	%	GPA
100	4						
99	4	89	3.5	79	2.9	69	1.9
98	4	88	3.4	78	2.8	68	1.8
97	3.9	87	3.3	77	2.7	67	1.7
96	3.9	86	3.3	76	2.6	66	1.6
95	3.8	85	3.2	75	2.5	65	1.5
94	3.8	84	3.2	74	2.4	64	1.4
93	3.7	83	3.1	73	2.3	63	1.3
92	3.7	82	3.1	72	2.2	62	1.2
91	3.6	81	3.0	71	2.1	61	1.1
90	3.6	80	3.0	70	2.0	60	1.0

Code of Student Conduct

Code of student conduct purpose

Oakland University students are expected to practice civility and uphold the highest standards of academic and personal integrity. These campus community values are reflected through campus standards and regulations. The purpose of Oakland University's Code of Student Conduct is to foster the growth and development of students by encouraging self discipline, assist in creating an educationally supportive environment, and to protect the well-being of the campus community.

This code includes nonacademic and academic conduct and applies to all undergraduate students, graduate students and student organizations at Oakland University. It is the responsibility of all university students and organizations to familiarize themselves with the conduct code at the beginning of each academic year. The conduct code is set forth in writing to give students general notice of the conduct expected of them. The code is not written with the specificity of a criminal statute and is not designed to define misconduct in exhaustive terms. The Code of Student Conduct shall apply to a student's conduct even if the student withdraws from class or school while a disciplinary matter is pending.

Academic conduct regulations

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or works not actually his or her own and is thereby seeking a grade that is not actually earned.

Faculty standards

Faculty members are expected to maintain the following standards in the context of academic conduct:

- to inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline.
- to take practical steps to prevent and detect cheating.
- To report suspected academic misconduct to the Dean of Students, 144 Oakland Center, for consideration by the Academic Conduct Committee of the University Senate.
- To present evidence of plagiarism, cheating on exams or lab reports, falsification of records, or other forms of academic misconduct before the Academic Conduct Committee.

Student standards

Students are expected to abide by the following standards in the context of academic conduct:

- To be aware of and practice the standards of honest scholarship.
- To follow faculty instructions regarding exams and assignments (including group assignments) to avoid inadvertent misrepresentation of work.
- To be certain that special rules regarding documentation of term papers, examination procedures, use of computer-based information and programs, etc., are clearly understood.
- If a student believes that practices by a faculty member are conducive to cheating, he or she may convey this information to the faculty member, to the chairperson of the department, or to any member of the Academic Conduct Committee either directly or through the Dean of Students Office.

Examples of academic dishonesty

1. Cheating on assignments and examinations. This includes, but is not limited to the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. This can occur in drafts, papers and oral presentations. By doing this, a student is, in effect, claiming credit for someone else's thinking. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.
3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.
4. Falsifying records or providing misinformation regarding one's credentials.

5. Unauthorized collaboration on assignments. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus that it is not necessary. This also includes unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
6. Use of original work. If the instructor assigns a special project, other than or in addition to exams, such as a research paper, original essay, or a book review, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

If the Academic Conduct Committee determines that misconduct has occurred, the Committee assesses sanctions ranging from academic disciplinary reprimand to academic probation, to suspension or expulsion (dismissal) from the university. All conduct records are maintained in the Dean of Students Office.

WEEK	TOPIC	READING: Introduction to Women's and Sexuality Studies OTHER REQUIREMENTS
1 Sep 5-9	Section One - Mapping the Field: An Introduction to Women's, Gender and Sexuality Studies	Section One pages 2-52
2 Sep 10-16	Section One - Mapping the Field: An Introduction to Women's, Gender and Sexuality Studies	Section One pages 52-95
3 Sep 17-23	Section Two - Historical Perspectives in Women's, Gender and Sexuality Studies	Section Two pages 97-147
4 Sep 24-30	Section Two - Historical Perspectives in Women's, Gender and Sexuality Studies	Section Two pages 147-200
5 Oct 1-7	Section Three - Cultural Debates in Women's Gender and Sexuality Studies	Section Three pages 201-249
6 Oct 8-14	Section Three - Cultural Debates in Women's Gender and Sexuality Studies	Section Three pages 249-294
7 Oct 15-21	Section Three - Cultural Debates in Women's Gender and Sexuality Studies	Section Three pages 294-345
8 Oct 22-28	Section Four - Epistemologies of Bodies: Ways of Knowing and Experiencing the World	Section Four pages 345-399
9 Oct 29-Nov 4	Section Four - Epistemologies of Bodies: Ways of Knowing and Experiencing the World	Section Four pages 345-399
10 Nov 5-11	Section Five - Science, Technology, and the Digital World	Section Five pages 431-490
11 Nov 12-18	Section Five - Science, Technology, and the Digital World	Section Five pages 490-525
12 Nov 19-25	Thanksgiving Break Nov 21-25	Section Six pages 525-484
13 Nov 26-Dec 2	Section Six - Activist Frontiers: Agency and Resistance	Section Six pages 525-604

<p>14 Dec 3-9</p>	<p>Political Activism</p>	<p><i>Web links</i> 1) Center for America Women and Politics (CAWP) current numbers - Eagleton Institute of Politics, Rutgers 2) CAWP Women of Color in Elective Office 2015 - Eagleton Institute of Politics, Rutgers 3) Title XI, Education Amendments of 1972 - United States Department of Labor 4) Hardly Sporting Don't gut Title IX until you know what it does. by Lynn Sanders 5) The Personal is Political <i>Lecture</i> Political Activism <i>Video</i> Voices From the Streets: Countdown to a March</p>
<p>15 Dec 10-15</p>	<p>Final Exam open from Thu Mon Dec 10 8:00 – Sun Wed 13 11:55 pm</p>	