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

Semester/Year:      Spring 2016

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.  
   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?
• 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 looks 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:**

**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:** April 14, 2016

**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.
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**Course Content Schedule**
All readings are from course textbook unless otherwise noted.

I’m redesigning the course this semester, and will be distributing the course content on a bi-weekly basis. I’ll make sure you always have the content at least two weeks ahead of the calendar.

### Week 1

**Jan 19**  
**Introduction**

**Assignment:** Please have this completed by class time today.

**Do some brief online research.** Find an online story, webpage, Facebook page, etc. created by someone who is very different from you. Please don’t select anyone in the class. What makes the person different? Can you still see this person’s point of view? Do you agree on some things and disagree on others?

Hint: You can choose people from different geographic areas, different ages, different cultural backgrounds, etc.

**Discussion**  Intersectionality

### Week 2

**26**  
Discussion/Moodle Training/Critical Analysis work

**Assignments** (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.

Please note: I know these are hard readings! Do the best you can and we’ll discuss the readings in class.

**28**  
Meet in the Casper College Library classroom for database training.  
We’ll meet downstairs by the children’s department.

**Due**  
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 the following Sunday 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 research and integration paper and is worth 70 points.

For this paper, please describe the main points of the academic article, and then use some of our course content to integrate the article with our course.

Here’s an essential description of the assignment: you’ll read an academic journal article, describe some of its major points, link it to an online source, and link it to our course content.

1. Access the Casper College academic databases and select one reading about some aspect of women’s studies. The article should be from a peer-reviewed journal and should not be a book review or other short review.

   Please select a journal article that personally interests you. Past students have selected such topics as
   - the image of women in vampire fiction
   - body image
   - women in volleyball/basketball/other sports
   - women in education
   - Florence Nightingale
   - Hilary Clinton
   - Sarah Palin
   - women in education/social work/ medical fields/firefighting/science/math
   - women inventors
   - women and rodeo/fly fishing/hunting
   - famous chef/writer/artist/dancer/engineer/scientist

   Hopefully you can see that almost any topic can be linked with women’s studies.

   Your journal article will likely be between 8-25 pages. You don’t have to work with the entire article! You’ll pick out the points most interesting to you to write your paper. I don’t recommend picking a journal article full of statistics.

2. You must get my approval for the selected journal article before proceeding with the paper. 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 me which journal published the article,
and confirm that the journal of peer-reviewed (a statement such as “this 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 don’t send me database links to the articles as the links won’t work from within Moodle.

3. Find one other online source that discusses the topic and use it in your paper. 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. You’ll also use our text, or some other piece of course content, as one of your sources for a total of three sources for this short paper.

5. Write a 3-5 page description 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? I’m happy to help you brainstorm ways to connect the reading to our course content.

6. Please take care to write three full pages, not including the Work Cited page

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

8. 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)*

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent discussion of detail</th>
<th>Adequate discussion of detail</th>
<th>Vague discussion of detail</th>
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<td>Correct Number of Pages and Sources for Assignment + Review by Smarthinking or Writing Center</td>
<td>Adequate manuscript</td>
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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 research and integration paper and is worth 100 points.

For this paper, please describe the main points of the book, and then use some of our course content to integrate the book with our course.

Here’s an essential description of the assignment: you’ll read the book, describe some of its major points, link it to an online source, and link it to our course content.

1. You will read a nonfiction book related to Women’s Studies, and it must be a book that you have not already read.

Past students have selected such topics as
- women pirates
- chick lit
- women helicopter pilots
- women stalkers
- women killers
- women and fly fishing
- women firefighters
- women and art
- women and rodeo
- women and tattoo art
- women in politics
- biography of a certain woman
- domestic abuse
- women and eating disorders
- quilting the underground railroad
- body image
- women in volleyball/basketball/other sports
- the history of women’s shoes or other fashion
- J. K. Rowling (or other women authors)
- women cartoonists, etc.

Hopefully you can see that there is a wide variety of possible topics. Please pick a topic that interests you! This isn’t supposed to be torture.

Please spend a little bit of time finding out what is available. Select a topic and a book that is personally interesting to you.
One option is physically checking out a book 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.

The Casper College 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 remember 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 description and integration. 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. You’ll also use our text, or some other piece of course content, as one of your sources for a total of three sources for this paper.

5. Write a 5-7 page description, including course content integration, of the book. You likely will not be describing the entire book. Select some of the major points that interest you, or select several of the stories you find compelling.

Be sure to include some of the topics we’ve covered in class. How does your topic relate to our course topics? Connect the book to some 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.

6. Please take care to write 5-7 full pages, not including the Work Cited page

7. 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.

8. 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.

9. Prepare a PowerPoint presentation of your paper. You’ll submit your PowerPoint presentation for comments from classmates. The presentations will be worth 20 points (separate from the paper).

10. The grading rubric for the final paper is on the following page.
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<th>Content</th>
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<td>Adequate discussion of detail 19-10</td>
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<td>Excellent MLA Style</td>
<td>Adequate MLA Style 8-4</td>
<td>Poor MLA Style 3-1</td>
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<td>Few grammar errors/</td>
<td>Incorrect grammar/many</td>
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<td>Total Points</td>
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Oral Presentation Rubric

(30 points each)

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<th>Excellent</th>
<th>Good</th>
<th>Needs Work</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>presentation refined and clearly explained</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>information logically introduced and explained</td>
<td>3</td>
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<td>1</td>
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<td>the area of study's connection to the broad topic and the group's work is clearly explained</td>
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<td><strong>Content</strong></td>
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<td>presentation reveals good use of sources</td>
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<td>uses appropriate language</td>
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<td>asks for and fields questions</td>
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<td>meets time specifications</td>
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