

**INDIANA-PURDUE UNIVERSITY FORT WAYNE**  
**WOST W210: Introduction to Women's Studies**  
**Section -05I**  
**Fall 2009**

This syllabus is available online at <http://wostprof.wordpress.com/syllabus/>

**Contact**

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Home Phone: (see [Blackboard](#))

Office: Women's Studies, CM 035F Phone 481-6711

Office hours/face-to-face meetings: By appointment only

Please feel free to contact me any time if you have questions or concerns about the course.

Class blog <http://wostprof.wordpress.com/>

The instructor reserves the right to modify the course syllabus as needed during the course.

## **Textbook**

[\*Women's Voices, Feminist Visions: Classic and Contemporary Readings, 4th edition,\*](#)

Susan M. Shaw & Janet Lee.

McGraw Hill, 2009. ISBN: 0-07-351228-1 or 978-0-07-351228-0

**OR**

[\*Women's Voices, Feminist Visions: Classic and Contemporary Readings, 3rd edition,\*](#)

Susan M. Shaw & Janet Lee.

McGraw Hill, 2005. ISBN: 0-07-311250-X

## **Goals**

This 3 credit hour course fulfills requirements for BA, AA and Certificate in Women's Studies.

- Goals of the Women's Studies program:
  - To analyze academic disciplines from a feminist and antiracist perspective.
  - To encourage original scholarship and research about women that takes into consideration gender, race, class and sexual orientation.
  - To integrate self-exploration with academic skills.
  - To provide a nonauthoritarian learning environment which values students' ideas and encourages an open exchange of information and opinion.
  - To promote an individual and critical approach to learning.
  - To promote knowledge of the diversity of women's experiences.
- Learning objectives of this course. At the end of this course, you will be able to...
  - Identify various feminist theorists and their theories, and use these as a framework for analysis of course content.
  - Identify 'waves' of the feminist movement and place each in appropriate historical and social context.
  - Apply critical thinking skills and feminist frameworks to explain the 'personal as political'.
  - Acknowledge the role of women in society and the institutions in which they live.
  - Gain a deeper understanding of your own experience as compared to that of others in a gendered and race-constructed world.
  - Apply new knowledge for connections to community and opportunities to be part of shaping social change.

- Use and evaluate information resources, including current technologies, for further research and exploration of feminist issues.
- Identify additional courses for further feminist study.

## Course requirements

This is obviously an online class. We will not meet in person, unless you'd like to meet with me. Though we do not have a regular class meeting time, this class is not a freebie. You will be required to keep up with readings, discussions, and other assignments. This course usually has three assignments due each week. To keep the online version of this course in line with the spirit of face-to-face classes, we will work on each chapter as a group and learn together. I don't care what time of day you post, as long as you comply with the due dates. It is highly suggested you set aside regular study time each week to work on this course; it is too easy to fall behind.

Because this is an online class, you will need to have some familiarity with basic computer skills. To successfully complete this course, you will need:

- A positive attitude
- Regular\* access to an Internet-connected computer
- Internet browser compatible with Blackboard
- Skills to copy and paste information
- Ability to attach files to an email or Blackboard posting
- Patience to learn and use new Web tools

\*While unfortunate, computer crashes and glitches are a reality and must be planned for. Please know in advance what you will do if your regular mode of accessing the Internet is interrupted for whatever reason. Lack of Internet access, computer problems, etc. will **not** be counted as valid excuses for missing assignments or deadlines.

[Computer access](#) is available on the IPFW campus. Questions about [network accounts](#) (lab, e-mail, Blackboard, etc.) should be directed to the [ITS department](#).

## Topics & Schedule

- Chapter 1: Introduction to Feminism and Women's Studies
- Chapter 2: Inequalities: Sexism and Other Oppressions
- Chapter 3: Learning Gender
- Chapter 4: Sexuality: Sex, Power and Intimacy
- Chapter 5: Body Image: Inscribing Gender on the Body
- Chapter 6: Health and Reproductive Rights
- Chapter 7: Family
- Chapter 8: Economics and Work
- Chapter 9: Culture
- Chapter 10: Resisting Violence Against Women
- Chapter 11: The State, Law and Social Policy
- Chapter 12: Religion and Spirituality in Women's Lives
- Chapter 13: Activism, Change and Women's Futures

## Assignments

Below is a list of all assignments due this semester, listed by date due. Point values are in parentheses behind each assignment.

**All assignments are due by 11:59 pm on the date listed.** Please **ask me** if you have any questions.

You can print off the [assignment checklist here](#) (this will also be emailed to the class on Blackboard as an attachment).

## SEMESTER ASSIGNMENTS OVERVIEW:

- **Class contract (5 points total)**
- **Introduction (5 points for your introduction, 5 points for replies to classmates: 10 points total)** Meeting one another.
- **Blog account creation (5 points total)**
- **13 weekly chapter summaries in Blackboard (10 points each: 130 points total)**
- **26 (2 each for 13 weeks) summary replies in Blackboard (5 points each: 130 points total)**
- **Web site project (50 points total)** We will discuss how to find quality Web sites. You will search the Web for sites that correspond with what we are studying. We will learn about how to use a social bookmarking tool to store and share Web sites online.
- **10 blog postings (5 points each, 50 points total)**
- **Research project (45 points)** How do you find current, reliable information? There are so many sources available, especially on the Web. But just because something is online does not mean it is trustworthy. This assignment will teach you how to locate and evaluate information for college-level research.
- **Final project (75 points)** Synthesize the knowledge you've gained over the semester.

**8/27** Intro on Blackboard (5)

**8/27** Contract email (5)

All you need to do is write in an email to me (in [Blackboard](#), please): "I have read and understand the syllabus and I agree to its terms and conditions."

**9/1** Intro reply (5)

Reply to at least one other person's Introduction on the [Blackboard](#) discussion board.

**9/1** [Chap 1](#) summary (10)

**9/3** Replies chap 1, #1 (5)

**9/3** Replies chap 1, #2 (5)

**9/3** [Blog account](#) (5)

**9/3** [Blog 1](#) (test) (5)

Note: there is no word minimum for your first blog post. This is just so you can get a feel for what it's like. Subsequent blog postings must be 250 words minimum (see below).

**9/8** [Chap 2](#) summary (10)

**9/10** Replies chap 2, #1 (5)

**9/10** Replies chap 2, #2 (5)

**9/10** [Blog 2](#) (5)

9/15 [Chap 3](#) summary (10)

9/17 Replies chap 3, #1 (5)

9/17 Replies chap 3, #2 (5)

9/17 [Blog 3](#) (5)

9/22 [Chap 4](#) summary (10)

9/24 Replies chap 4, #1 (5)

9/24 Replies chap 4, #2 (5)

9/25 [Blog 4](#) (5)

9/29 [Research project](#) (45)

10/6 [Chap 5](#) summary (10)

10/8 Replies chap 5, #1 (5)

10/8 Replies chap 5, #2 (5)

10/8 [Blog 5](#) (5)

10/14\* [Chap 6](#) summary (10)

\*Irregular due date because of fall recess.

10/15 Replies chap 6, #1 (5)

10/15 Replies chap 6, #2 (5)

10/15 [Blog 6](#) (5)

- 10/20 [Chap 7](#) summary (10)
- 10/22 Replies chap 7, #1 (5)
- 10/22 Replies chap 7, #2 (5)
- 10/22 Blog 7 (5)
- 10/27 [Chap 8](#) summary (10)
- 10/29 Replies chap 8, #1 (5)
- 10/29 Replies chap 8, #2 (5)
- 10/29 Blog 8 (5)
- 11/3 [Chap 9](#) summary (10)
- 11/5 Replies chap 9, #1 (5)
- 11/5 Replies chap 9, #2 (5)
- 11/5 Blog 9 (5)
- 11/10 [Web site project](#) (50)
- 11/10 [Chap 10](#) summary (10)
- 11/12 Replies chap 10, #1 (5)
- 11/12 Replies chap 10, #2 (5)
- 11/12 Blog 10 (5) [ Note: Blog 10 is your final blog due.]
- 11/17 [Chap 11](#) summary (10)
- 11/19 Replies chap 11, #1 (5)
- 11/19 Replies chap 11, #2 (5)
- 12/1 [Chap 12](#) summary (10)
- 12/3 Replies chap 12, #1 (5)
- 12/3 Replies chap 12, #2 (5)
- 12/8 [Chap 13](#) summary (10)
- 12/10 Replies chap 13, #1 (5)
- 12/10 Replies chap 13, #2 (5)
- 12/15 [Final Project](#) (75)

## Late policy

Because this course is to be discussion-based, working on a chapter at the same time as your classmates is important. Please turn in your work on time. If you have a valid reason (serious illness, family emergency, etc.) for requesting an extension on an assignment, please contact me. Due to time constraints, the final project will not be accepted late. Weekly assignments handed in late without permission will be penalized as follows:

- 1-3 days late: at least 30% point reduction
- 4-6 days late: at least 60% point reduction
- more than 6 days late: zero points

## Scoring Guidelines

- Academic honesty is expected of all students. Evidence of plagiarism or other forms of cheating will be subject to disciplinary action and may result in failing the entire course. (See **Resources**)

Points earned	Content	Conventions	Organization
Full points	<ul style="list-style-type: none"> <li>• Is well thought out and supports the topic</li> <li>• Reflects application of critical thinking</li> <li>• Good balance of personal and course material</li> </ul>	<ul style="list-style-type: none"> <li>• No spelling, grammatical, or punctuation errors</li> <li>• High-level use of course related vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information is clearly focused in an organized and thoughtful manner</li> <li>• Information is constructed in a logical pattern to support the topic</li> </ul>

	<ul style="list-style-type: none"> <li>• Is thought provoking</li> </ul>		
Slight loss of points	<ul style="list-style-type: none"> <li>• Is well thought out and supports the topic</li> <li>• Has application of critical thinking that is apparent</li> <li>• Good balance of personal and course material</li> </ul>	<ul style="list-style-type: none"> <li>• Few (1-3) spelling, grammatical, or punctuation errors</li> <li>• Some use of course related vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information supports the topic</li> </ul>
Some points	<ul style="list-style-type: none"> <li>• Supports the topic</li> <li>• Has application of critical thinking that is apparent</li> <li>• Favors personal with little reference to course material</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal (3-5) spelling, grammatical, or punctuation errors</li> <li>• Low level use of course related vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Topic has a focus but might stray from it at times</li> <li>• Information loosely supports the topic</li> </ul>
Minimal to zero points	<ul style="list-style-type: none"> <li>• Provides inconsistent information on the topic</li> <li>• Has no apparent application of critical thinking</li> <li>• No reference to course material</li> <li>• Has misconceptions or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• More than 5 spelling, grammatical, or punctuation errors</li> <li>• Misuse of course related vocabulary and poor word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Content is unfocused and haphazard</li> <li>• Information does not support the topic</li> <li>• Information has no apparent pattern</li> </ul>

## Guidelines for Discussion

*Failure to follow these guidelines may result in penalties – from loss of points to disciplinary action.*

- You need not agree with the material presented in the text – that is fine – but you must provide evidence that you understand the work.
- Treat everyone with respect. One of the best parts of Women’s Studies courses is the dialog generated between students. Take time to learn from one other.
- Disagreement is allowed, but must be voiced appropriately. For example, “Your idea sucks” is not allowed. You may say, “I disagree with your idea because...” No personal attacks.
- Harassment, name calling, or belittling others’ ideas will not be tolerated.
- Spelling, grammar, and punctuation are also graded. (See **Scoring Guidelines**.) Write carefully and check your work. Posts are generally not editable – once you’ve written it; it’s locked in. Take time to compose your message

## Final Grades

500 – 450 points (100% – 90%) = A  
449 – 400 points (89% – 80%) = B  
399- 350 points (79% – 70%) = C

349 – 300 points (69% – 60%) = D  
Below 300 points (Below 60%) = F

## Resources to help you succeed

Services for IPFW students

- [CASA](#) Its mission is to help all students within the IPFW community achieve academic success.
- [Writing Center](#) Consultants are available to help you with any university writing assignment. [Online consultations](#) are now available!
- [Office of Diversity & Multicultural Affairs](#)
- [Services for Students with Disabilities](#) If you have a disability, or acquire one, contact this department for services and accommodations available.
- [Safe Zone](#) Resources for the support of gay, lesbian, bisexual, or transgendered (GLBT) students, staff, and faculty.
- [Dean of Students](#) Provides advising to students of their [rights and responsibilities](#).
- [Technology workshops](#), including Blackboard
- [Plagiarism: What It is and How to Recognize and Avoid It](#)