

WGST 2010-001: Introduction to Women's and Gender Studies in the Social and Behavioral Sciences *Fall 2019*

**Tuesdays and Thursdays, 11:30 – 12:45
Roskens Hall room 007B**

Instructor: Dr. Karen Falconer Al-Hindi, Ph.D.
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a.m., Th 1:30 – 2:30 p.m.,
and by appt

REQUIRED MATERIALS:

Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches, by L. A. Saraswati, B. L. Shaw, and H. Rellihan. Oxford University Press, 2018.

Additional required materials may be made available.

YOU ARE INVITED!

This course introduces students to **Women's and Gender Studies** in the social sciences. We engage a body of knowledge that has historically been neglected in traditional scholarship: women's lives and the knowledge that grows from a focus on gender. Using feminist scholarly concepts and theories, we'll examine oppression, discrimination, and paths to change and empowerment in different aspects of social life, past and present.

STUDENT LEARNING OUTCOMES:

In this course you will learn to apply the concepts of feminist analysis. By the end of the course, successful students will be able to:

- ~ define and apply a gendered lens to experiences in everyday life.
- ~ articulate your unique point of view and voice concerning women's and gender issues.
- ~ analyze theories, perspectives, and concepts in women's and gender studies.
- ~ identify methods of inquiry and their appropriate application.
- ~ demonstrate knowledge about the contributions of diverse women in the United States.
- ~ explain ways in which gendered identities are developed and transmitted.

THE SUCCESSFUL STUDENT IN THIS COURSE...

- Reads/views all course materials closely, and asks questions.

- Does not procrastinate!
- Attends all class meetings.

TEACHING PHILOSOPHY AND POLICIES:

Each of us brings experiences and informed points of view to the class. Everyone is encouraged to participate in class discussions, to raise questions, and to share information when appropriate. A successful experience for all requires a supportive environment of prepared learners. Disagreement is fine and respectful debate is encouraged. Respect for one another requires silence when someone else is speaking. **Cell phones and other devices must be turned off.**

If you do not have Internet access or printing capabilities from home, plan to spend time in one of the computer labs on campus. If necessary, use a flash drive or memory stick; no excuses for not being able to access or turn in your work.

Any activity that contributes to your learning and does not distract others is fine (for example, you are welcome to record lectures or bring food with you). Any activity that distracts others, including the instructor, is unacceptable.

Join me in adhering to the highest standards of academic honesty by doing all of your own work, and so avoiding all forms of cheating and plagiarism. (See UNO's 2016-17 catalog: <http://unomaha.smartcatalogiq.com/en/2016-2017/Undergraduate-Catalog/General-Information/Academic-Integrity/Undergraduate-Academic-Polity>). A student found plagiarizing or cheating in any other matter in this course can expect penalties proportional to the offense ranging from a zero on an assignment or exam to expulsion from the course. In addition, university disciplinary sanctions may be levied.

Bring your text to class.

Late work policy: plan to hand assignments in on time. I do accept late work, but you will lose 10% of the points for each day your work is late (and for turning it in late on the day it is due). There is no way to make a late contribution to discussion.

Late exam policy: Exams may only be made up in the event of an absence excused in advance, or in the case of a medical emergency (notify me within 24 hours of the event). Note that your make-up exam may be all essay.

Reasonable **accommodations** are provided for students who are registered with Accessibility Services Center and make their requests sufficiently in advance. For more information, contact Accessibility Services Center (Location: MBSC 126, Phone: 402.554.2872, Email: unodisability@unomaha.edu)

Trigger warning. The content of Women's and Gender Studies is fascinating, empowering, challenging...and can trigger disturbing thoughts for trauma survivors. If this happens, make your safety your first priority. Dr. Falconer Al-Hindi can be a resource, and you will need to talk with her if course adjustments are needed. As a UNO student you have access to excellent, short-term, free counseling in H&K 102. Go there or phone 402 554-2409.

ASSIGNMENTS:

Reflections give you an opportunity to consider what you've read in an assigned chapter or learned in a class discussion. Thoughtful, informal writing helps you to identify what interests you and to develop your own voice and ideas concerning women's and gender studies.

How to Write a Reflection:

Read the assignment. Take notes and reflect on what you are reading, hearing, learning.

You may choose one learning opportunity (reading, documentary, workshop, class discussion, guest speaker, etc.) to write about, or you may include more than one in your reflection.

Spread your effort over a couple of days: Reading, reflecting, drafting, revising. Give yourself time to process and consider the information and what you are writing about it.

Log in to my.unomaha.edu and go to our course page in Canvas. Find the module for the week in which your reflection is due, then click the reflection number. Need help with this or another assignment in Canvas? Visit https://community.canvaslms.com/docs/DOC-10701#jive_content_id_Assignments

In your entry, **answer each of the following questions** with at least one paragraph except for question 3, which requires at least two paragraphs (for a total of four paragraphs):

- (1) What is the **main idea** or argument? What supporting evidence do you have for the main idea or argument?
- (2) **What moved**, surprised, or troubled you? What **questions** does the reading (or other material) raise for you?
- (3) **Evaluate what you read/learned/heard** by: First, comparing the main idea or a supporting point to another text or source of information. (Examples: Novel, poem, news article, blog, movie, popular song...)
 - *First*, describe the other source with pertinent details, including a citation (in any standard style) and a link (if available). If your other source is an experience, provide several specific details. (One paragraph)
 - *Second*, discuss the comparison you made. (One paragraph)

Be certain you are willing to share what you write! It will be graded.

Three exams will give you an opportunity to demonstrate what you've learned, and comprise about half your grade. Certain themes and concepts will emerge as central to the course, and you can expect to see these on each exam. Each includes true/false, multiple-choice, and an essay question.

Extra credit points One option: Write two short paragraphs (5 sentences or so, each) about what you learned from a women's- and/or gender studies-related event and how it related to this course. *Turn it in within a week of the event.* A second option: Review a movie for its course-relevant themes and content. Extra credit really is additional; you can earn an A+ in the course without extra credit. Maximum points that may be earned for extra credit: 25 (5 points per event or review).

GRADING:

Your grade in this course will be based on the number of points you earn, divided by the number of points available. Points are earned from: Reflections (5 @ 20 points each), participation/quizzes (23 @ 5 points each), and on three exams (75 points each). Grading for each assignment and the distribution of total scores for semester grades are summarized below.

Assignment:	Points:
Attendance/participation/quizzes (5x23)	115
Reflections (20x5)	100
Exam #1	75 points
Exam #2	75 points
Exam #3	75 points
Total:	<u>440</u> (approximately) points