

INTRODUCTION TO WOMEN, GENDER, AND SEXUALITY STUDIES

151 - (3 credits)

Spring 2022 CRN 61141



WINDWARD COMMUNITY COLLEGE

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OFFICE [Na‘auao 110](#) at the Windward Community College campus
OFFICE HOURS By email: I answer emails within 24 hours
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I will communicate with you via your UH Mail.
 Thus, you’ll need to check that account on a regular basis. If there is another email account you most often use (such as Gmail), you can forward your UH Mail to that account.

Quick Resource Links

- [WCC Online Learning Resources and links](#)
- **Ka Piko** is WCC’s academic support hub.
Please visit:
<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>
- **MySuccess:** Students may be referred for extra help or advising through MySuccess. Students can also explore resources at [MySuccess.Hawaii.edu](#)

Computer Support from the UH System

- email: help@hawaii.edu
- [UH ITS webpage](#)
- phone: 956-8883

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

***"[People] make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given, and transmitted from the past."
Karl Marx***

CATALOG DESCRIPTION

This course is an introduction to feminist interdisciplinary analysis from global and critical perspectives. It explores relationships between women and men from various cultures, with a focus on gender, race, class, and sexual dynamics. The course also explores women's negotiations with institutional dynamics. (3 hours lecture) (WCC: DS; Sustainability Focused [SF]; sometimes offered as a WI)

STUDENT LEARNING OUTCOMES

Upon successful completion of Women, Gender, and Sexuality Studies 151, students should be able to:

- Explain the difference between sex as a biological category and gender as a social category.
 - Describe the various ways that gender categories are socially constructed.
 - Describe the historical changes in both gender roles and the status of women in the United States.
 - Explain the similarities and differences of women's roles across cultural, racial, social, and economic lines.
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SUSTAINABILITY FOCUSED (SF)

Gender equality is one of 17 Global Goals that make up the [2030 Agenda for Sustainable Development](#).

As stated on their website:

"The Sustainable Development Goals (SDGs) aim to ensure that there is an end to discrimination against women and girls everywhere. There are still gross inequalities in access to paid employment in some regions, and significant gaps between men and women in the labour market. Sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in public decision making, all remain huge barriers.

Ensuring universal access to sexual and reproductive health, and affording women equal rights to economic resources such as land and property, are vital targets to realizing this goal. There are now more women in public office than ever before, but encouraging more women leaders across all regions will help strengthen policies and legislation for greater gender equality.

By directly empowering women and by bringing a gender perspective to all development work, we can build a more equitable, sustainable future for all."

As you'll see when you explore the various topics shown on our class calendar, the Introduction to Women's Studies (WS 151) course both explores gender as a social construct and highlights gender inequalities in society. In these ways, the aim is to contribute to "... a more equitable and sustainable future for all".

REQUIRED READING

- The text for this class has been provided *free of charge*, thanks to Katie Coleman from College of the Canyons, and is embedded as links within each section.
 - You can also [download a copy of the text here](#).
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A Few General Guidelines

- The Laulima experts strongly suggest that we use Firefox [ESR](#) (Win [32](#) or [64](#)/Mac/Linux) as the internet browser; these seem to work best. I use Google Chrome which works just fine.
 - Because we use the internet for submitting assignments and accessing resources, students must have regular, reliable access to a computer with a strong internet connection.
 - Computer/internet problems are not acceptable reasons for missing or late assignments; submit your work early, just in case.
 - Have fun learning about gender issues from a social science perspective; it can change your life! :)
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FILMS

- We will be watching several really interesting films and videos in this class that are meant to help students better understand the course material.
 - Links to the films and videos are available on the main page under the particular section.
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COURSE GRADING

Discussion Papers on the Readings and Videos: Posts and Replies (50% of Grade)

- First, we will be likely be discussing sensitive topics. Windward CC is committed to ensuring a safe, civil, learning, and working environment in which the dignity of every individual is respected; each of us shares this responsibility. With this in mind, students need to participate with an open mind; must have mutual respect; avoid personal attacks; and agree to disagree. If you cannot agree to these ground rules, please withdraw from the course and find a course better suited for your needs.
- Please see the Discussions link at the top of the Homepage (as well as throughout the course calendar) for specific instructions, required word-count, the grading rubric, and the 5 Discussion paper topics.
- The discussions are treated like papers in that they are a formal piece of writing with opportunities to submit drafts of these discussions throughout the class for feedback. See course calendar.

- These discussions will be based on assignments and films from each section. So in order to do well on the discussions, complete all of the assignments in the section first, before posting.
- For each of your Discussions, take time to think about what you want to say, and spend time writing about it. Brief posts earn few points, so take time to talk to each other!
- When replying to other posts, avoid spending time telling the person how great their post is -- that's the instructor's job! :) Check out the rubric for Discussions to see how the replies will be graded.
- [Here is a model of how to phrase a Discussion Reply. Please click this link, it will help you.](#)
- *Discussions are graded after the replies are due for each particular Discussion.* Follow the course calendar (and ignore the Gradebook) for all due dates.
- Students are responsible for making sure that all of their posts are on the Discussion page; check to see that it's there after you post it. Emailed Discussions will not be accepted.
- Check the Gradebook link for feedback on your Discussion posts: this should help you on future discussions.
- The Introduction post and the Final Good-bye post are each 10 points extra credit -- easy!
- Posting on-time helps the discussion, so let's talk sociology!
- Late posts and/or replies will receive a 50% reduction of the points; no exceptions (ie, late post = -25 points; late reply = -25 points). The due dates are shown on our class calendar on the homepage.
- All edits must be complete before the due date and time in order for the Discussion to be 'on time'. If a post or reply is edited after the due date, it will be considered late and will receive a 25-point deduction.
- There are 5 discussion topics worth a total of 100 points for each discussion: 50 points for the post, and 50 points for the reply. (100 x 5 = 500 points).

Quizzes (50% of Grade)

- The quizzes will be based on all assignments and films for each section. So in order to do well on the quizzes, complete all of the assignments in the section first before taking the quiz, as each quiz can only be taken one time.
- Before you begin to take each quiz, make sure you have a strong internet connection and study all available resources: Fifteen minutes is plenty of time to take a multiple-choice quiz with only 10 questions; it's not meant to be enough time to look up the answers to the questions. Please let me know if you need study suggestions; I have some strategies that work (see below).
- Please see calendar on Laulima's home page for due dates for each of the quizzes.
- Because the quiz questions may be used in other sections, students will not be able to review the quizzes after completion.
- There are 10 quizzes throughout the term, and they are worth 50% of the final grade (each quiz is worth 50 points).
- Each quiz may be taken early; quizzes taken after the due date and time will receive a 50% reduction in grade; no exceptions.
- Students won't do well on the quizzes by simply reading the material. [Here are study suggestions that work: Click Here](#)
- There is an extra credit quiz called 'Extra Credit Syllabus Quiz' worth 20 points extra credit! Check out the course calendar for the due date. You can find the quiz in the Quizzes tool on the Laulima homepage.

COURSE GRADING

A = 100% - 90.0% (900-1000 pts)	Discussion
Papers 50% 500 pts	
B = 89.9% - 80.0% (800-899 pts)	Quizzes
50% 500 pts	-----
C = 79.9% - 70.0% (700-799 pts)	

D = 69.9% - 60.0% (600-699 pts)	TOTAL
100% 1000 pts	
F = 59.9% - 0% (599 pts and below)	

N grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.

If at the end of the semester you feel you qualify for an N grade, you will need to send me an email no later than the last due date indicated on our course calendar that explains how you qualify for the N grade. If I don't hear from you, you will be given whatever grade your total points add up to, as shown above.

WRITING INTENSIVE (for students taking this as a WI)

Writing Intensive (WI) Courses are part of a University of Hawai'i system wide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a "WI" (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline.

Passing English 100 with a "C" or better is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor's degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor's degree.

The hallmarks of a writing intensive course are:

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction between the instructor and students while students do assigned writing. At least one student-teacher conference on a writing assignment is required in writing intensive courses.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

The course has been designed to allow students to find meaning in what they write, which makes learning more fun. Enjoy!

ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will receive a failing grade for plagiarized assignments. All cases of academic dishonesty may be referred to the Vice Chancellor for Student Affairs.

WCC DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact me, and also contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye, Disability Specialist Counselor, can be reached at 235-7453, royinouye@hawaii.edu. If you are on the WCC campus, you may stop by Hale Kako'o 106 for more information. Please note that any special accommodations for the class will begin once the instructor is contacted by the Disability Specialist Counselor and will include the assignments from that point forward, as deemed reasonable and appropriate.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: <https://windward.hawaii.edu/about-wcc/title-ix/>.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the UH Confidential Advocate: Phone (808) 348-0663 or Email advocate@hawaii.edu To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

For extra help

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

Date Last Changed: January 2, 2022

Contact Kathleen French (kfrench@hawaii.edu)