

:: Women's Studies 280: Global Women ::

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Ecampus course: Canvas
Student hours: Zoom Fridays 11-12
Always available by appointment

COVID-19 Adjustments. I will miss you in the classroom this term. The good news is that I have a lot of experience teaching online. Here are some reminders as we move forward together.

1. Nobody signed up for this.

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most
- We are going to prioritize sharing resources and communicating clearly
- We all have so much to learn so stay curious and get started

Course Description

This course uses an intersectional lens to introduce a cultural examination of women around the world. Rather than the dominant, mainstream mode of feminism, we explore different feminisms in the context of the local culture in which they thrive. Additionally, we will focus on the lived experiences of the broad gender spectrum of women globally and situate them in the historical context of the present.

Required textbooks

- 1) Brettell, Caroline B., and Carolyn F. Sargent. *Gender in cross-cultural perspective*. Pearson Higher Ed, **7th edition**: 2017.
- 2) Seager, Joni. (2018). *The Women's Atlas*. Penguin Press
- 3) hooks, B. (2000) *Feminism is for everybody: Passionate Politics*. Pluto Press.
 - ❖ Available as a free E-Book through LBCC's library: bit.ly/feminismeverybody

Student Learning Outcomes

- Define feminism
- Identify women's social, economic, and legal positions throughout the globe ●
Compare experiences of contemporary women across cultures
- Evaluate underlying causes for women's social, economic, and legal inequalities, taking into consideration the intersections of gender, race, sexuality, ability, and global location ● Identify organizations, tactics, and movements that attempt to address social, economic, and legal inequalities.
- Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events

Course Rules and Classroom Culture:

Student Conduct: Social Sciences, particularly Women's Studies, requires us to explore the lives of others as well as our own. This means that certain topics can be sensitive at times and we have to act with the utmost *respect* for one another. The classroom at all times must remain a safe space for us to explore our thoughts and learn. You are expected to conduct yourself in an honest, professional, and ethical manner and will be held to this standard.

The discipline of Women and Gender Studies is full of intimate topics as the cornerstone of the field is the *lived experiences* of women. The diversity of people's experiences on the planet are astounding. Women and Gender Studies captures these stories and shares them and this helps us understand the planet, other cultures, our neighbors, and ultimately ourselves. It is an intimate exposé of the human condition and with that comes joy, harshness, intimacy, suffering, and reflection. In other words, the topics in this course, as in all Women's Studies courses, are *sensitive*. When interacting with classmates, a level of professionalism is required of you.

You will notice a three star symbol highlighted in blue *** before certain readings, videos, and lectures that are assigned in this course. If you scroll to the bottom of the module, you will see a *** check-ins section that will help you navigate and succeed in this course if there are topics that you need to be warned about before viewing. In other words, before a video that mentions gun violence, you will see our symbol *** and at the bottom of the page there will be a warning of the topic, an accommodation of a transcript if available for you to read and prepare yourself. If you see our course's check-in symbol *** and a topic that is highlighted that you simply can not interact with at this given stage in your life, you will need to communicate with me by emailing me and letting me know so I can send you alternative material and assignments. All students are required to engage with the material in this course, but I want you all to know that I am always open to communicating and helping you safely navigate your way through your learning.

The instructor can not control the content that other students choose for their research projects. Peer-reviewing projects are a part of our grade for this course. If you are assigned to peer-review a topic that is hard for you, please contact your instructor and I can accommodate you by assigning you to another person's work.

Technology Statement & Guidelines

This course is run asynchronously. In other words, you do not have to log in at a certain time and are free to log in when you can so you can balance the uncertainty that is enveloping our lives. That said, there is a significant amount of work in our course and it is important for you to dedicate a significant amount of time each week for our course.

Here is your access to our course this term:

<https://canvas.instructure.com/enroll/GR4AEP>

The log in to our course is also in a live link in your LBCC email. **You must use your LBCC email.** Please check your LBCC email every day. You will receive notifications from me there all the time that will assist your learning in our course.

Contact your Instructor as soon as possible if you are having any issues getting into Canvas. *I am your point of contact for any help with this site, not the college.*

Student Hours: I will hold live student hours for you to check in and ask questions, say hello, etc. These will be every week on Fridays from 11:00-12:00. You can find the Zoom link for this on the tab on the left hand side of your screen on Canvas called “Announcements”. If you have a time conflict during these hours and would like to meet, please make an appointment! I miss my students dearly!

Late work policy

- ❖ The last day to submit any late assignments is the last day of class (Friday, Week 10). No assignments will be accepted towards your grade after this date.
- ❖ I encourage you to submit your work on time. This is for yourself as well as for your classmates. We have a lot of engagement in our assignments in this course and it is important to get your work in on time.
- ❖ If you know that an assignment will not be handed in on time, I encourage you to write an email that says something like this:

Hi Lauren,

I would like you to know that my assignment is going to be late and I will be handing it in on _____ (insert day/time). If anything changes, I will let you know about it.

Best,

(Student in need of more time that week)

Absence/Presence Policy

Attending all classes is correlated to student success. *Missing the equivalent of two and a half weeks in this course results in not being able to pass.* It is *not* possible to pass this course if you disappear for a time period and then dump assignments all at once. This impedes one's own learning and affects other classmates as well. These metrics are all available to instructors and my hope is to never look at them! The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. Please know that communicating with your instructor is important.

Statement on Academic Dishonesty: As a college student you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own). At the discretion of the instructor, engaging in academic dishonesty risks will absolutely result in a zero on the dishonest assignment and risks failing the entire course

Students needing accommodations: Accommodations are a collaborative effort between students, faculty, and staff. You should meet with your instructor during the first week of class if you have a documented disability and need accommodations. Your instructor needs to know this from you in order for you to best be accommodated. If you think you may need accommodation services please contact Center for Accessibility Resources (CFAR): 541-917-4789. <https://www.linnbenton.edu/cfar>

Basic Needs Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu , or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Requirements for success in this course

- 1) Be prepared
- 2) **Access required texts asap (tell me if you have not)**
- 3) Complete your work on time
- 4) Participate and engage respectfully with your classmates
- 5) Access and use CANVAS course online

Contact with your Instructor

I will always respond to your emails within 24 hours of you sending them. Please write professional emails. Address the person you are talking to and treat them more formally. Emails are different from text messages in many workplace cultures and it is good to get in the habit of this being a more formal medium.

See Suggestive Course Calendar under the tab “Syllabus” on the left hand side of your screen on Canvas