

Sociology 334: Women's Experience in the U.S.

Syllabus



UNIVERSITY OF
LAVERNE

Modification of this syllabus may be made at any time at the professor's discretion. You will be notified of changes via the Announcements tool.

COURSE OVERVIEW

Instructor:	Anita M. Hanawalt ahanawalt@laverne.edu
Location:	Online
Online Office Hours:	Online office hours are available by appointment. My goal is to be present in our online classroom every day <i>including</i> weekends. This includes responding to emails within 24 hours and often much sooner.
Prerequisites:	None.
Course Materials:	<i>Women's Voices, Feminist Visions</i> by Susan M. Shaw and Janet Lee, 6th Edition ISBN-13 9780078027000

SYLLABUS MENU

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Course Description:

Women's Experience in America is an interdisciplinary introduction to women's studies scholarship, exploring the cultural and social diversity found among women and examining the ways in which gender, ethnicity, race, social class, sexuality, age, and physical disability intersect to define and modify women's realities in the U.S.

Course Outcomes:

- Examine the interdisciplinary core concepts, theories and methods of women's studies.
- Explore the experiences and contributions of women from various social classes, sexual identities, age groups, racial identities, physical abilities, and ethnic groups.
- Evaluate the cultural, social and political forces that influence and shape gender.
- Analyze legal and policy achievements and political activism of women in their struggle for justice and equity.

GRADING

Grading Policy:

Describe how final grades will be evaluated for the course.



Assignment Description	Points Toward Final Grade
Introduction	2
Making Connections	36
Journal	20
Midterm Interview	20
Term Paper	20
Farewell Forum	2
TOTAL	100

Assignment Description	Points Toward Final Grade

Grading Scale:

Letter grades for this course will be assigned using the following scale.

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
F	Below 60%

Incomplete Grade Policy

To request a grade of Incomplete (INC) in this class, you must have a special circumstance (such as serious injury or illness, deployment or a family emergency), complete an INC contract before the end of the term, have participated until the last day to withdraw from the class, and have completed at least 50 points out of 100. For instructions on applying for a grade of INC, please

see: <http://sites.laverne.edu/registrar/student-information/mylaverne-information/student-information-system/how-to-request-an-incomplete-inc-grade>

Assignments:

Weekly Assignments:

1. Read the assigned chapter(s) in the text.
2. Write a one page journal entry based on one of the readings from the assigned chapter(s) in the text.

3. Post 2-3 full paragraphs in response to a Making Connections question or an idea for Activism on the Discussion Board, also making at least two substantive responses to classmates.

One-Time Assignments

1. Post an introduction on the Discussion Board, also including at least two responses to classmates. Your introduction will help our class to begin building an online learning community.
2. Post a Midterm Interview on the Discussion Board, also including at least two substantive responses to classmates. Conduct an interview of at least 7 questions with a woman working in your field or a field that you are interested in entering.
3. Post a Term Paper on the Discussion Board, also including at least two substantive responses to classmates. Plan and carry out one learning activity chosen from the many learning activities described in the text, drawing on your learning throughout the entire class. Include your reasons for choosing the activity, how planned for the activity and your reflections after completing the activity in a 2-3 page reflection paper.
4. Post a Farewell Forum on the Discussion Board, also including at least two substantive responses to classmates. Take this opportunity to reflect on what you have learned and to thank your classmates for their posts.

WEEKLY SCHEDULE

Weeks begin on Monday and run until Sunday. Initial discussion posts are due by Thursday at 11:59 PM PT with all remaining assignments due by Sunday at 11:59 PM PT unless otherwise specified.



WEEK	TOPIC	READINGS	ASSIGNMENTS
1	Week 1: Women's and Gender Studies: Perspective and Practices	Preface and Chapter 1	Making Connections Discussion Journal Entry

WEEK	TOPIC	READINGS	ASSIGNMENTS
2	Week 2: Systems of Privilege and Inequality	Chapter 2	Making Connections Discussion Journal Entry
3	Week 3: Learning Gender; Inscribing Gender on the Body	Chapters 3-4	Making Connections Discussion Journal Entry
4	Week 4: Media and Culture; Sex, Power and Intimacy	Chapters 5-6	Making Connections Discussion Journal Entry
5	Week 5: Health and Reproductive Justice	Chapter 7	Making Connections Discussion Journal Entry Midterm Interview
6	Week 6: Family Systems, Family Lives; Work Inside and Outside the Home	Chapters 8-9	Making Connections Discussion Journal Entry
7	Week 7: Resisting Gender Violence; State, Law, and Social Policy	Chapters 10-11	Making Connections Discussion Journal Entry
8	Week 8: Religion and Spirituality	Chapter 12	Making Connections Discussion Journal Entry
9	Week 9: Activism, Change and Feminist Futures	Chapter 13	Making Connections Discussion Journal Entry Complete Journal is Due

WEEK	TOPIC	READINGS	ASSIGNMENTS
10	Week 10: Course Wrap-Up		Farewell Forum Discussion Term Paper

COURSE EXPECTATIONS

Communication Plan:

Each week, I will post an announcement that appears on the first page of our online classroom. In this announcement, you will find information about the assignments that are due that week and upcoming major assignments that are due in future weeks.



If you have questions that would be of interest to everyone in the class, please post them in the "Ask Anita Q&A forum on the Discussion Board. For other questions, please send me an email (ahanawalt@laverne.edu). My goal is to respond within 24 hours (and usually much sooner) *including* weekends.

You will find a list of participants in our class under the Our Community link in the menu on the left-hand side of the page, if you would like to communicate with your classmates. You may also post general comments in the informal and optional "Worldwide Water Cooler" on the Discussion Board. It's always open!

Course Community Guidelines:

The success of this course and every student in it is affected by the commitment and contributions of each person in our class. Please help make this course a success by doing the following:

- Create and maintain an environment conducive to learning
- Participate actively and take initiative
- Cooperate and collaborate with peers
- Ask questions, especially when you are confused
- Engage in productive dialogue with all members of our course community with respect and in good faith
- Respect and value differences of perspective and opinion
- Seek to understand different perspectives before reacting to them

- When a "hot moment" erupts, where a comment or action raises strong emotions, take a moment to allow emotions to cool so that dialogue can be respectful and constructive

Student Responsibilities:

To be successful in this course, plan to do each of the following:

- Set aside approximately 10 hours during the week to work to complete course-related materials and activities
- Log-in on the first day of each week, review due dates and plan your week
- Ensure regular access to reliable, high speed Internet
- Check announcements and other communications frequently

COURSE & UNIVERSITY POLICIES



Course Policies:

Attendance and Participation Policy

There are no synchronous requirements for SOC 334. Set aside approximately 10 hours during each week to work to complete course-related materials and activities. Log-in on the first day of each week to review assignments and plan your week. Be sure to read weekly announcements, as these will alert you to upcoming major assignments such as the Midterm Interview and Term Paper.

Make Up and Late Work

You may make late initial discussion posts for partial credit, though responses to classmates may only be made for credit during the week in which the discussion is active. You may submit late assignments until the class ends, though late penalties will apply. Please see the grading rubrics included with the assignment instructions for details. If you have a special circumstance (serious illness, injury, death in the family or deployment), please contact me well in advance of the due date.

Extra Credit

There are no extra credit points available in SOC 334.

Safe Assign

Assignments in this course may use Safe Assign to check for plagiarism. If enabled, Safe Assign will be used to detect online plagiarism in assignments submitted to Blackboard. The tool compares submitted papers to Internet sites, paper mills, digitized books, including online encyclopedias, and a proprietary database of papers. When papers are submitted using Safe Assign, the instructor will receive a report.

Copyright and Intellectual Property

The materials in this course are one of the following:

- Copyrighted by the instructor and/or university
- Copyrighted by a third party and used either with express permission, under a creative commons or other open license, or under an assertion of fair use
- Public domain works or open educational resources

You are not permitted to disseminate course materials such as assignments, exams, lecture videos, or other content unless you have obtained express guidance from the instructor of this course. In some cases, distributing materials outside of our online classroom in Blackboard would be in violation of copyright law.

Family Education Right to Privacy Act (FERPA)

This course may incorporate digital technologies for educational purposes beyond those provided by the University of La Verne. The use of these technologies may require that you either create an account on an external site or develop content using external tools. Your privacy is important. If you prefer not to use third-party tools because of an interest in protecting your data privacy, please contact the course instructor to discuss alternative activities.

University Policies:

For more information on university policies, please review the [University Catalog](#).

Academic Honesty and Plagiarism

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.

Failure to adhere to academic honesty standards can result in disciplinary action.

Honor Code

The students at the University of La Verne agree to strive to represent the University of La Verne with integrity, purpose, and pride in all academic matters. We will demonstrate honest behavior and expect honesty from others, and we will accept responsibility for our own words

and actions. (For a complete copy of the University of La Verne Honor Code go to: <http://sites.laverne.edu/student-life/asulv/>)

Disability Services

The University of La Verne is committed to full compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA). The goal is to ensure full participation in the University's educational programs and student activities whenever possible by empowering students with appropriate academic accommodations or auxiliary aids to support learning. The [Disabled Student Services Department](#) at the University of La Verne is available to support students with physical, psychological, and/or learning disabilities. Accommodations are available to students in this course who qualify and have registered with the Disabled Student Services Department. If you need more help, please feel free to call the Director of Disabled Student Services, Cindy Denne, at (909) 448-4441, <http://sites.laverne.edu/disabled-student-services/>.

Dropping a Class

Classes that are officially dropped are not posted to your official transcript. Failure to drop will result in a failing grade. Drops can be initiated beginning on the first day of open enrollment through the first seven work days of the term or semester. Drops are processed through the [MyLaVerne Portal](#).

Withdrawal from a Class

Classes from which a student withdraws will appear on your official transcript as a W. Withdrawals are processed beginning on the 8th workday of a course through 60% of the term. Withdrawals are processed through the [MyLaVerne Portal](#).

Commitment to Diversity

This course community has been designed to create an intentionally inclusive community that celebrates diversity and is aligned with our university's commitment to the diversity of our plural society. Please visit the [Office of Diversity and Inclusivity](#) for more information.

Diversity Defined: Diversity is an active and intentional commitment to support and embrace difference and multiplicity for the sake of expanding knowledge, educating capable citizens, developing the whole person, and serving our local and global communities. Promoting and sustaining diversity is a commitment to educational quality, social justice, and the creation of positive, respectful communities. Diversity means more than just acknowledging and/or tolerating difference.

Mission Statement for Diversity: “The University of La Verne is committed to providing a quality, personalized educational experience for leadership and participation in a diverse society to a student population that reflects the full diversity of this country. This commitment is achieved through creating a climate that supports diversity, social justice and sensitivity to global interdependence. The University will engage our students, faculty, staff and the broader external community to achieve this campus climate.”

Policy Against Discrimination and Harassment

The University of La Verne is committed to maintaining a learning, working, and living environment for students, faculty and staff that is free from discrimination and harassment based on a person's race, color, religion, national origin, ethnic origin, ancestry, citizenship, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, gender (including gender identity and expression), marital status, age, physical or mental disability, medical condition, genetic characteristics, military and veteran status, or any other characteristic or status protected by applicable law.

The University also prohibits discrimination and harassment based on the perception that anyone has any of these characteristics, or that anyone is associated with a person who has, or is perceived as having, any of these characteristics.

Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities, to women who are pregnant, and/or to accommodate religious beliefs and practices. Sexual misconduct including, but not limited to, sexual assault, sexual exploitation, domestic, and intimate partner violence and stalking is a form of sexual harassment and is also a violation of University policy.

Any person who believes she/he has been subjected to discrimination or harassment or the victim of sexual misconduct may utilize the University's complaint procedures. All such complaints will be promptly and thoroughly investigated through an impartial investigative process. It is against University policy and applicable law to retaliate against anyone who files a complaint or cooperates in the investigation of a complaint. Complaints may be submitted to the Office of Student Affairs and/or Office of Human Resources. Information concerning the Policy Against Discrimination and Harassment and Policy Against Sexual Misconduct, compliance with applicable laws, statutes and regulations (such as Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973), and complaint procedures is available from the Office of Student Affairs, Office of Human Resources, or online at <http://laverne.edu/student-affairs/> or <http://laverne.edu/hr/>.

Academic Religious Accommodation Policy

Implementation Fall, 2015

Consistent with our core values of diversity and inclusivity, it is the policy of the University of La Verne to provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that does not conflict with reasonably necessary University goals. The person requesting the accommodation is obligated to make the University aware of the need for a religious accommodation as soon as possible and in advance of the need for the accommodation.

The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations.

It is the policy of the University to grant students excused absences from class for observance of religious holy days. Students are expected to contact faculty at the beginning of the course (within the first two weeks of class) after reviewing course syllabi for potential scheduling

conflicts. Students who request an excused absence in advance shall be provided with a reasonable alternative. Examples of reasonable accommodations for student absences might include: rescheduling an exam or giving a make-up exam for the student, altering the time of a student's presentation, allowing extra credit assignments to substitute for missed class work, or arranging for an increased flexibility in assignment dates. Students are responsible for satisfying all academic requirements as defined by the instructor. Faculty members are encouraged to avoid scheduling exams on major religious holidays (a calendar of religious holidays is maintained on the Office of Religious and Spiritual Life website).

In addition to observance of religious holidays and celebrations, other areas of practice may result in a request for accommodation based on obligations related to prayer, dietary requirements, fasting, religious attire, ablution, and theological or philosophical commitments. Given the uniqueness of requests, they must be handled on a case by case basis and may involve reasonable accommodation of course content. The University Chaplain may be consulted as needed.