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| **Contact** | **Course Goals** | |
| **Professor**: Dr. Hillary Coenen  **Email**: [hillary.coenen@msutexas.edu](mailto:hillary.coenen@msutexas.edu) **Phone**: 940-397-4058  **Office**: BW 203  **Office Hours**:  Mon-Thurs. 1:00 - 2:30 PM   & by appointment  **Email** is the best way to contact me. | * Display effective communication skills. * Critically examine and analyze gender in contemporary society. * Demonstrate an understanding of the importance of ethical decision making concerning gender in a contemporary society. * Demonstrate a contextual understanding of one’s place in the global community. * Demonstrate an understanding of the historical and/or thematic perspectives informing research. * Apply knowledge to address real-world problems. * Communicate analyses, interpretations and significance of research. | |
| **Textbooks** |
| * **IWGS** - Melissa J. Gillis and Andrew T. Jacobs. *Introduction to Women’s and Gender Studies: An Interdisciplinary Approach,* 2nd Ed. Oxford UP, 2020. * **H** - Roxane Gay. *Hunger*. Harper Perennial, 2017. * Additional Readings on D2L |
| **Course Overview** | | **WGST Minor** |
| WGST 2503 introduces the philosophical and practical issues that arise from the study of gender in society. We’ll examine issues of women, gender, and sex from an interdisciplinary perspective and explore what happens when women’s lives and their treatment in society are the focus of research.  It is not possible to cover all gender issues in one semester, so our topics in this class are not an exhaustive list. There will be key issues that connect all our topics such as the nature of ensuring equality in our society and the multiple and overlapping identities of women.  To accomplish these goals, this course combines interdisciplinary scholarship, film, lecture, and class discussion. We will critically examine gender in society and then work to apply that framework to a few issues that affect lives. This semester, we will develop frameworks for understanding gender issues and the breadth of the field of gender studies. | | WGST 2503 fulfills the core requirement for Cultural and Global Understanding. In addition, WGST 2503 is the required course for the Women’s and Gender Studies Minor. An additional 15 hours of gender-focused courses should be taken to complete the minor. See Dr. Linda Veazey for more information about the WGST minor. |

“You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb ‘to claim’ is: to take as the rightful owner; to assert in the face of possible contradiction. ‘To receive’ is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon.”

*--Adrienne Rich*

**Grades**

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| Assignments | Summary | | Due | Points |
| Midterm Exam | Cover IWGS 1-7 and other relevant material | | 2/22 | 150 |
| [Media Analysis](https://forms.gle/3sUDUwvULL4nkNQPA) | Write an analysis of a film or episode of a TV series that addresses a gender issue directly. Incorporate course readings and discussion in your analysis. | | 3/5 | 150 |
| [Resource Proposals (4)](https://docs.google.com/document/d/1-yDdOJz32W-1NCk-xSEA6dn4xdZw5d4B/edit) | Compose a brief proposal that shares a text or resource related to the topic of the week that you would like to share with the class. | | X 4 | 120 |
| [*Hunger* Response Paper](https://docs.google.com/document/d/1pgblXBsTfnT1Twgx1zBQgVpQPKGh_npn/edit#heading=h.gjdgxs) | Consider an issue discussed in *Hunger*, and address how the reading (in conjunction with other readings and class discussion) has affected how you think about the issue. | | 4/7 | 200 |
| [Labor Log](https://docs.google.com/document/d/1yAayBcZLm1CekbcuuaOmF7GROoJku_kq/edit) | Keep track of your work for class in a Labor Log, described and attached below. | | 2/19 4/23 | 180 |
| Final Exam | Cover IWGS 8-12 and other relevant material | | 4/28 | 200 |
| Total |  | |  | 1000 |
| Grade Scheme | | Grade Policy | | |
| |  |  | | --- | --- | | **Letter** | **Numerical** | | A | 895-100 | | B | 795-894 | | C | 695-794 | | D | 595-694 | | F | 0-594 | | | According to MSU’s Undergraduate Catalogue, “letter grades have the following significance:   * A indicates excellent work * B indicates good work * C indicates satisfactory work * D indicates passing work * F indicates failing work” (73).   Consequently, essays that meet the basic requirements earn a C, not an A or B. If you wish to earn As and Bs, you will have to work harder to produce better than satisfactory, or average, writing. | | |
| Grade Formula | |
| Total Points Earned/1000  = Course Grade | |
| Midterm Grades | | | | |
| To help students keep track of their progress, I will provide a Midterm Progress Report through each student’s WebWorld account. I will submit a grade for all students. Midterm grades will not be reported on the students’ transcript; nor will they be calculated in the cumulative GPA. Students earning a C or below at the midway point should make an appointment with me and visit the Writing Center. | | | | |

**Course Practices**

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| Submission Format and Policy |
| All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. Some minor assignments will be submitted as a hard copy in class. All formal papers must be uploaded into the D2L Dropbox folder.  Note: You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance. |
| Late Assignments |
| Late assignments, defined as work not submitted to the appropriate dropbox by the designated due date and time, will be accepted for full credit if the student consults with the instructor on a reasonable timeline, at the discretion of the instructor. If you need to submit something late, you may request an extension in advance. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached. |
| Academic Dishonesty |
| Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)–whether you use that material in a quote, paraphrase, or summary. All formal papers will run through the Turnitin for an originality report. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Conduct. |
| Assessment and Revision |
| I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. If you request the opportunity to revise, you should meet with me to make a revision plan. You may revise and resubmit any coursework within 3 weeks of receiving a grade & prior to finals week for additional feedback. Grade revisions are negotiated on a case-by-case basis. |
| Conferences |
| You should schedule two conferences with me during the semester prior to the last week of class. You may use these meetings for any course-related discussion, but your two analysis papers will be especially useful topics. |
| Contacting Your Instructor |
| Email is the best way to contact me. In the body of your email, indicate the course and section number you’re in. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. If you need a response more urgently, please indicate that your question is “Urgent” in the subject of your email. |
| D2L |
| Our class has an active D2L site to which I will post the syllabus, grades, timeline updates, assignment sheets, PowerPoints, and other course materials. There you will submit formal assignments, and I will also make announcements over D2L, so please check it daily, especially before our class meets. |

**Course Policies**

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| Attendance Policy |
| It is important that you attend class and be on time, whether in person or via D2L/Zoom. If you have a total of more than two (2) weeks’ worth (MWF: 6 class sessions) of absences excused or not, it will be difficult for you to excel in the class. Students who miss class will not be directly penalized, but they will miss opportunities to earn points for in class activities. These activities may be made up if you make arrangements with me to do so in a timely manner. If you need to miss multiple sessions for personal/health reasons, alert the Dean of Students office and provide them with the necessary information so that they can verify the situation for me and your other instructors.  Notify me via email in advance if you will not be able to make class or will join on Zoom. Consider it your responsibility to be present (physically or virtually) and prepared for class in order to succeed and maximize your learning. |
| Accessibility & Technology |
| The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.  In addition to complying with the ADA, I want to ensure that this course is accessible as possible to all students. If you have problems accessing campus sites or learning materials (physical or digital), please talk with me about how we might improve that. I will often refer to uses of technology that I have not covered during class, and I am happy to provide one-on-one or workshop based support for students who are unfamiliar with those platforms or programs. |
| Campus Carry Statement |
| Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to MSU Texas’s Campus Carry page (<https://msutexas.edu/campus-carry/>). |
| Writing Proficiency Requirement |
| All students seeking a Bachelor’s degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website (<https://msutexas.edu/academics/wpr/>) or call 397-4131. |
| Writing Center |
| Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available Monday through Thursday from 11:00am to 6:00pm and Sunday 2:00pm to 9:00pm. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they provide support and feedback at all stages of writing, from brainstorming to drafting, revising to proofreading. |

**Course Community**

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| Equity, Inclusion, and Accessibility | |
| As a professor who conducts social justice research and community advocacy, my commitment to equity, inclusion, and accessibility in this classroom and on this campus begins with acknowledging the ways that our institutions (academic and otherwise) have excluded, neglected, and marginalized many community members based on race, religion, gender expression, sexual orientation, immigration status, national origin, language, ethnicity, sex, ability status, socioeconomic status, age, body type, and other aspects of identity, and continues with seeking to understand and resist those failures.  Because our community members and we have diverse bodies, experiences, and needs, and because language helps shape our world, as a community, we must reject language that denigrates others based on any identity category. We should seek to critique and counteract both individual and structural oppression to create a safer, more just community. This means educating ourselves about systems of oppression and marginalization, fostering conversation and community learning around those topics, developing professional and academic practices that respond to the needs of historically marginalized communities and individuals, and holding ourselves accountable to the ongoing process of learning and becoming more equitable, inclusive, and accessible. | |
| Learning with Generosity | |
| This course encourages the discussion and consideration of topics that may be uncomfortable. We can work through discomfort, and this class should be a brave space for learning and exploration. I will provide content warnings as needed, and if you have a need for warnings before particular kinds of content, please let me know.  We will demonstrate respect and consideration of perspectives that differ from our own. Realize that there is much you don’t know about your colleagues, and our choice of words in discussing social, political, and economic issues matters a great deal. As a group, we should acknowledge that, while ignorance is not an excuse for cruelty or dismissiveness, we all make mistakes as we learn, so we should be willing to forgive & learn from these situations. | |
| Courtesy and Hospitality | |
| The college classroom should be a vibrant environment that fosters creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are behaviors that I believe will help foster a generative community:   * *Pay attention*. This means when the instructor or classmates are addressing the class you are (1) not talking, (2) not using electronic devices for unrelated tasks, and (3) not sleeping. If emergencies or mitigating circumstances mean that you may need to do one of these things, please be considerate by quietly excusing yourself. * *Be respectful*. You are expected to be respectful to your instructor, your classmates, and yourself. If you witness behavior that is less than respectful, you are welcome to hold the community accountable by calling us in. * *Be prepared & responsible*. Know what is happening in class by checking the schedule and your emails. Bring materials and assignments to class when needed. Submit work on time, and communicate with me in mitigating circumstances. * *Participate*. Since you are working to become an expert in your field, the class and our scholarly community stand to benefit and learn from your contributions. Practice now. * *Communicate*. Come by or call me during office hours if you have issues with course material or want feedback on your writing. You can also email me. | |

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| *Labor Log & Journal* | | | |
| This class works better, is more fun, and generates more critical learning when everyone participates. This Labor Log allows you to track your own participation and investments in your learning. When you do labor related to the class and/or contribute in a meaningful way to the course community, you will record it in your log with the date, the form of contribution, and a summary. Word & Google Docs versions of the template are on D2L. See the main categories below: | | | |
| **Type (Abbr.)** | **Req’d** | **Pts/** | **Description** |
| Meaningful Contribution (MC) | 12 | 5 | MCs can take many forms [Abbr. in ()]: comments (C) or questions(?) in class or via email, relevant chat on GroupMe (GM), excellent group work (GW), volunteer to read aloud or report group work (V). |
| Peer Review Feedback (PRF) | 2 | 15 | PRFs provide a summary of the feedback you’ve provided to a classmate on their written drafts during peer review. The note should summarize the 2 or 3 main suggestions for revision that you gave your partner. The notes may be provided in your group’s Google Folder or via email (CC’d to me). At least 2 PRFs are needed to meet expectations, but extra are encouraged. |
| Writing Conference (WC) | 2 | 15 | At least 2 WCs with me or the writing center should be recorded in your log and documented well in your own notes. You can meet with me during designated conference times or office hours, or you may visit the writing center and ask that they record and verify your visit. |
| Homework & Tasks (HT) | 6 | 10 | Tasks will be indicated when they are assigned and may include homework, journal entries, brainstorming, or essay planning as needed; This includes any work aside from regular reading and writing assignments. There will be at least 10 opportunities to complete homework or tasks, and you should strive to do all of them. Completing at least 6 will meet minimum requirements. |