

**WG101-01 Introduction to Women and Gender Studies**

**CLASS MEETING DAYS AND TIMES**

The class is online and asynchronous. [Login to Moodle](#) to access course resources. For assistance with Moodle, contact [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu).

**PROFESSOR'S INFORMATION**

Dr. Debra T. Cabrera

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Location: HSS219C

Office Hours: By appointment via Zoom.



*Illustration by Mariana C. Castro and Noah Sablan, September 23, 2016*

*Which portion of the impromptu artwork did Mariana create?*

*What was Noah's contribution? What, if anything, does this image say about gender?*

**CATALOG DESCRIPTION**

This course provides an introduction to basic concepts and key issues in women and gender studies, utilizing a life-span approach. Topics include gender socialization and identity formation, sexuality, cultural representations, gender relations, family, work, class stratification, violence, constructions of masculinity, and oppression, as well as racial and cultural diversity.

**COURSE CONTENT**

The course uses introductory readings and selected readings on women and gender in Micronesia, Asia, and the broader Pacific to familiarize students with the topics of gender socialization and identity formation, sexuality, cultural representations, gender relations, family work, class stratification, violence, constructions of masculinity, oppression as well as racial and cultural diversity using feminist methodologies. Students critically explore the relevance of the course material to their own lives and communities, and to contemporary social and cultural issues. Feminist theories incorporated into readings, lectures, discussions, and assignments.

## STUDENT LERNING OUTCOMES ALLIGNMENT MATRIX

<b>Program Learning Outcomes (or PLOs)</b> Upon the completion of the WG minor students will demonstrate the ability to:	<b>Student Learning Outcomes (or SLOs)</b> For this specific course, students will successfully demonstrate:	<b>Assignments for Reaching SLOs</b>
Understand and critique the significance of gender in the lives, identities, activities, opportunities, and concerns of women and men locally, regionally and transnationally. UOG ILO 1: Mastery of critical thinking and problem solving	#1 Understand basic concepts and topics in women and gender studies; #2 Develop critical insight into key feminist issues  Understand the basic concepts and topics in women and gender studies, and develop critical insight into key feminist issues globally and locally.	Response papers, class discussions, exams, final project.
Analyze how gendered identities intersect with race, class, and sexual orientation and how systems of inequality and oppression operate and are sustained. UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	#3 Comprehend ways in which society is structured by systems of inequality and privilege via the interlocking identities of race, gender, class, sexual orientation; #4 Analyze and apply the ideas, theories and practices to their own interlocking identities  Comprehend ways in which society is structured by systems of inequality and privilege via the interlocking identities of race, gender, class, and sexual orientation.	Readings, response papers, class discussions, exams, final project.
Examine theoretical and practical connections between feminist studies and their major field of study by highlighting issues, experiences, gender research and discourses relevant to Guam, Micronesia, and the global community. UOG ILO 6: An appreciation of the arts and sciences UOG ILO 7: An interest in personal development and lifelong learning.	#5 Analyze and critique how femininity and masculinity are represented in U.S. “mainland” culture and some Asia-Pacific cultures; #6 Critically engage with the visual and written texts, both in oral presentation and in written assignments  Analyze and critique how femininity and masculinity are represented in US mainland and some Asian Pacific Cultures, and engage in critical dialogue both in oral discussion and written assignments, between Anglo-American feminism and feminism within the Asia Pacific and other geographic regions.	Readings, response papers, class discussions, exams, final project, final exam, and service learning experience.

<p>Engage in research mindful of the needs and issues critical to women in Guam and throughout Micronesia, which will increase regional feminist scholarship.</p> <p>UOG ILO 2: Mastery of quantitative analysis</p> <p>UOG ILO 3: Effective oral and written communication</p> <p>UOG ILO 5: Responsible use of knowledge, natural resources, and technology</p>	<p>#7 Apply research methods within women and gender studies.</p> <p>Apply research methods within women and gender studies and analyze and apply these ideas to their own interlocking identities.</p>	<p>Response papers, class discussions, exams, final project.</p>
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## METHOD OF INSTRUCTION

The course is an online, asynchronous course. All students are required to create a Moodle account and enroll in the Moodle shell of this course by the first class in order to access readings, forums, assignments, and exams. *The enrolment key will be provided to students via email and shared in class.*

## READINGS

Kang, M., Lessard, D., Laura, H., & Sonny, N. (2017). *Introduction to Women, Gender, Sexuality Studies*. Amherst, MA: University of Massachusetts.

You may obtain the text online for free at: <http://openbooks.library.umass.edu/introwgss/> or by PDF on our Moodle page. Additional readings are also included in our Moodle page.

## FINAL GRADES

*The grading scale used for this class is as follows:*

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

*Grades will be calculated based on your performance in the following areas:*

Attendance/Class Engagement:	20%
Discussion Day Questions (5 sets):	25%
Discussion Day Leadership:	10%
Exams (5 exams)	25%
Service Learning/Final Project:	15%
Field Trip/Speaker Essay:	05%

## REQUIRED COURSEWORK

### Attendance/Class Engagement

Students are expected to actively participate in class discussions and activities. ***It is the student's responsibility attend classes and log into Moodle for readings, announcements, forums, assignments, and other assessments. Adhere to due dates for the forums. Late posts will be penalized 15-20% of the grade.***

You should notify me via email if you are going to be out due to illness or emergency in advance if possible.

**RESPECT-** We will discuss a variety of topics – sexual identity, sexual violence, rape culture, race, etc. and a variety of issues – reproductive rights, gay marriage, sex trafficking, etc. that may be difficult to discuss openly. However, I believe that without these uncomfortable discussions, obstacles relevant to sex and gender can never be overcome. To create and maintain an environment that is conducive to learning and critical thinking it is important that we are mindful of our interactions with one another.

### Exams

We will have **five** exams throughout the course in addition to the final exam. These exams consist of multiple-choice and short-answer questions based on topics from the lectures, homework, films, and readings. ***Avoidance of plagiarism and adherence to the honor code are expected and required.***

You are expected to have read and comprehended the reading **by class on the date listed** in the schedule of readings. There will be many readings per unit, but they are all listed in advance and on Moodle, so plan ahead to avoid being overwhelmed.

### Discussion Day Questions (DDQ)

To encourage critical thinking and connection of topics and issues discussed in class to real-world issues, we will have several discussion days during which you are expected to contribute (see course schedule for dates). On Discussion Days, ***every student is required to generate at least two questions and their corresponding responses*** pertaining to the assigned readings for that section's topic. You should not only come up with questions but include your well thought out answers as well. DDQ are due in Moodle as indicated in the Schedule of Classes in the syllabus. Also, to receive full credit, in addition to having quality questions and answers, *you must participate* in the forum discussions.

Participating in discussion means you should be contributing to the group discussion – if you are not contributing (i.e., you are quiet throughout the discussion/forum), you cannot and will not receive full credit.

Your DDQ should relate to assigned readings and should encourage thoughtful discussion. Additionally, your questions should make it evident that you familiarized yourself with **all** the readings, not just a few. **Strong questions will connect assigned material to information covered in lecture, media examples, and/or real-world events. Likewise, strong questions will require students to justify their answers – not based solely on anecdotes or personal experience – but by connecting responses to course material. Strong questions will also relate to multiple readings within a single question and may require about 1/2 page of a written response to answer the question.**

*Examples of strong questions:*

“Based on your viewing of Laci Green’s video on feminism, what type of feminism would you say she most likely identifies? Justify your answer.

“The authors highlighted some strategies to counter the negative impact of the media for women; how can that be implemented in Guam?”

“In what ways does the reading relate to our discussion of sexual violence against women from earlier in the term? How so?”

*Examples of weak questions:*

“What did you find the most interesting in the readings?”

“What is liberal feminism?”

Taking notes on assigned readings and always asking “WHY” will help you generate quality discussion questions. Questions with clear objective answers (e.g., what year did women win the right to vote?) will not encourage discussion and should be avoided. Discussion questions are graded on their ability to generate and facilitate discussion as well as to what extent they reflect an in-depth reading/thinking of material.

### **Review and Discussion Day Leadership (DDL)**

Along with several of your classmates, you will be responsible for leading discussion day on a designated day this semester. The Discussion Days occur via the Moodle Forum. As a DDL, you are responsible for facilitating and encouraging an in-depth discussion and will be graded on your ability to do so. To help you encourage a quality discussion, your group will be responsible for the following:

1. **Discussion Day Activity** – Discussion Day Leaders are responsible for a review of the topic and a brief (and ideally fun) activity that encourages discussion in groups. *Discussion Day Leaders should send to me via email the activity at least 30 minutes before the start of Discussion Day if you need my technical help.*

Examples of activities could be creating a quiz for students to take in teams, a role-playing activity, asking students to watch a short video and reflect, etc. The

possibilities are numerous, but the goal should be to encourage discussion on issues relevant to your week's topic in an engaging way! Also, please note the activity – from start to finish should take no longer than 30 minutes!

2. **Discussion Day Review** – To ensure students are using discussion days to help prepare for course quizzes, your group will also submit a 1-page review or Power-Point or Google Slide presentation highlighting the important points of your topic. This should be submitted via the designated Moodle forum.

You should allow time for general discussion and can pull from the discussion questions your peers submit or have a few of your own you would like them to answer. Breaking students into groups and assigning them a specific question is one way to encourage discussion. All DDL's should be contributing to the discussion in some way and failing to do so will result in individual loss of points. Also, you must be present to earn DDL points. DDLs are assigned in advance at the beginning of the term so please make it a priority to be present and lead the class.

*Discussion Day Leaders are still responsible for submitting their individual Discussion Day Questions and Responses.*

### **Guest Speaker Essay**

We will be welcoming a guest speaker(s) to our class. After our guest speaker, you will be required to submit an essay linking what you learned to our class readings and discussions.

### **Final Presentation/Service Learning or Project**

At the end of the semester, students will share about their service learning experiences and a social topic their service learning relates to, focusing on local solutions where possible. You do not have to join an existing organization. *You may create an original project with specific goals.* The project should incorporate social distancing, masks, and good hygiene. A project that you can complete remotely is best.

Topics- you must first carefully consider a topic related to this class that interests you. Next you should do some background research on what the issue is, and how we are dealing with it locally.

Service Learning- You will then work a total of at least 5 hours in your specific project. All locations and topics must be pre-approved. Here's a link with some ideas:  
<http://guamservicelearning.com/find-projects>

Presentation- You will share with the class using Power Point or Google Slides what you have learned and your experiences. This should include pictures of you volunteering, but keep clients confidential. In this presentation, you will give background information on your topic. You do not have to have a paper, but your presentation should include at least 3 sources, cited at the end. Our text or readings can be included as sources. A rubric provided in Moodle explains in detail the project's requirements.



An alternative to service learning is offered to students. If there are little to no opportunities to engage in service using technology for teleservice, the alternative is an original research project examining a specific issue in women and gender studies. A rubric in Moodle explains in detail the project's requirements. A forum presentation is also required.

### **TIME COMMITMENT**

University policy states: "At the University of Guam by definition one credit hour equals 15 hours of student-teacher contact in a face-to-face or on-line course" *and* "Faculty members are contractually expected to... assign readings, homework, and other learning activities that require *at least two hours of preparation and study time for every contact hour each week...*" For this course that means you are expected to put in *nine hours a week on average* including instructional time. Please be prepared to spend that much time on this course.

### **PLAGIARISM STATEMENT**

The term "plagiarism" includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism can range from no credit for the assignment to failure in the course.

### **EEO STATEMENT, ADA ACCOMODATION SERVICES AND COMMITMENT TO STUDENT LEARNING**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

### **COMMUNICATION POLICY**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

In keeping with this policy *all communications from me will come to your UOG Triton email account*. Check it regularly. You may contact me by email at [dcabrera@triton.uog.edu](mailto:dcabrera@triton.uog.edu). If you are asking a general question that affects other students, please do it through the appropriate Moodle Forum. Sending me *a direct email is best for personal matters that affect your coursework*.

## **STUDENT EVALUATION OF FACULTY INFORMATION**

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students.

## **NO RECORDING POLICY**

Unauthorized recording of class meetings is not allowed, to include photos, videos and audio recordings that have identifiable information of any person class.

## **MOODLE EXPECTATIONS**

*Using computers not phones.* The screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

*Netiquette.* This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text-messaging shortcuts.

## **MILITARY SERVICE**

For our brothers and sisters in military service, it is the student's responsibility when alerted and on orders for deployment to inform the instructor immediately. If you apply to be deployed during the semester, to be given any accommodation or an incomplete grade, you *must* discuss your situation with the instructor personally *before* you apply. If you apply for deployment without bringing it to the instructor's attention in advance, no

accommodations will be made under any circumstances. If, on the other hand, you see speak to the instructor in advance about your situation, accommodations may be made. Keep in mind, however, that the final decision about whether accommodations will be allowed, or an incomplete grade given, is at the instructor's discretion, and is therefore not guaranteed.

**Tobacco-free/Smoke-free Campus**

UOG is a tobacco-free campus. Thank you for not using tobacco products on campus, and for helping make UOG a healthy learning and living environment.

## SCHEDULE OF CLASSES AND READINGS

**May 28**

Welcome and Introduction

### **Topic 1: Research Methods in Social Sciences (SLO7)**

#### **Introduction to Sociological Research**

### **Topic 2: What is Feminism? (SLO1-2)**

**May 29**

Online TEXTBOOK Unit I: An Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts 1. Critical Introduction to the Field 2. Theorizing Lived

*Feminism is for Everybody*. Introduction & Chapter 1: Passionate Politics. (pgs. vii – 6). Bell Hooks.

Laura Souder. 1991. *Feminism and Women's Studies on Guam*. NWSA Journal 3.3, 442-444.

*Charter of Feminist Principles for Pacific Feminists*, Nov 2016

[We Should All Be Feminists](#)

### **Topic 3: Identity and Social Construction of Self (SLO1-2)**

**May 30, 31**

**Online TEXTBOOK: Unit I: An Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts:** 3. Identity Terms 4. Conceptualizing Structures of Power 5. Social Constructionism 6. Intersectionality

*“Night to his Day”*: *The Social Construction of Gender* by: Judith Lorber

*Age, Race, Class and Sex: Women Redefining Difference, from Sister Outsider* by: Audre Lorde

*The Beauty Myth* by Naomi Wolf (pages 9-19)

*Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection* by: Patricia Hill Collins.

*Intersections: Race, Class, and Gender in Everyday Social Interactions* by: David Newman

[Folktales: Puntan and Fu'una: Gods of Creation](#)

## June 3 Review and Discussion DAY 1

### EXAM 1: Research Methods in Social Sciences; What Is Feminism, and Identity and Social Construction of Self

#### Topic 4: Binary Systems and Their Impact (SLO1-6)

#### June 4, 5

**Online Textbook Unit II: Challenging Binary Systems and Constructions of Difference** 7. Introduction: Binary Systems 8. Theorizing Sex/Gender/Sexuality 9. Gender and Sex – Transgender and Intersex 10. Sexualities 11. Masculinities

*Pre-Christian Chamorro Courtship and Marriage Practices Clash with Jesuit Teaching* by: Lawrence Cunningham

“Gillette's New Commercial Is Making Men Mad” by Deanna Pai  
[Gillette's New Commercial Is Making Men Mad](#)

“Not Your Mom’s Trans 101” by: Asher  
<http://www.tranarchism.com/2010/11/26/not-your-moms-trans-101/index.html>

*Cisgender privilege: On the Privileges of Performing Normative Gender* by: Evin Taylor

*He Defies You Still: The Memoires of a Sissy* by: Tommi Avicolti

*Gender in the Pacific*, Center for Pacific Islands Studies Teaching Oceania Series Vol. 2

## June 6 Review and Discussion DAY 2

### EXAM #2: Binary Systems and Their Impact

### Topic 5: Institutions, Culture, and Structures (SLO3-6)

June 7, 10, 11, 12

**Online Textbook: Unit III: Institutions, Culture, and Structures:** 15. Introduction: Institutions, Cultures, and Structures 16. Family 17. Media 18. Medicine, Health, and Reproductive Justice 19. State, Laws, and Prisons 20. Intersecting Institutions Case Study: The Struggle to End Gendered Violence Against Women

*Intersections: Poverty, Gender, and Human Trafficking* by: David Newman

*Changing Men* by: Michal Messenger

Watch Mothering Guahan, excerpts

[www.motheringguahan.com/mothering-guahan-interview-and-discussion-highlights](http://www.motheringguahan.com/mothering-guahan-interview-and-discussion-highlights)

*The Person of the Year 2017, The Silence Breakers*, Time Magazine

<http://time.com/time-person-of-the-year-2017-silence-breakers/>

*University of Guam Sexual Misconduct Response and Prevention*

<https://www.uog.edu/helpline/policies-procedures>

*Domestic Violence and Assault in Pacific Island Community* by Erin Thomas

### **June 13 Review and Discussion DAY 3**

### **EXAM 3 Institutions, Culture, and Structures**

### Topic 6: Gender and Work in the Global Economy: (SLO3-6)

June 14, 17, 18

**Online Text: Unit IV: Gender and Work in the Global Economy** 21. Introduction: Gender, Work and Globalization. 22. Gender and Work in the US. 23. Gender and the US Welfare. 24. Transnational Production and Globalization. 25. Racialized, Gendered, and Sexualized Labor in the Global Economy

[Women and the Sustainable Development Goals](#)

[Women in the Changing World of Work: Facts You Should Know](#)

[I Grew Up In a Massage Parlor](#) by Anne Wen

*An Analysis of Human Trafficking Indicators on Guam* by Lindsey Posmanick-Cooper and Holly M. Rustick

**June 19 Discussion Day 4 Gender and Work in the Global Economy**

**EXAM 4: Gender and Work in the Global Economy**

**Topic 7: Historical and Contemporary Feminist Social Movements (SLO3-6)**

**June 20, 21, 24**

**Online Textbook: Unit V: Historical and Contemporary Feminist Social Movements**

26. Introduction: Feminist Movements 27. 19th Century Feminist Movements 28. Early to Late 20<sup>th</sup> Century Feminist Movements 29. Third Wave and Queer Feminist Movements

*Declaration of Sentiments and Resolutions* (1848). The Seneca Falls Women's Rights Convention of 1848

*Becoming the Third Wave* by: Rebecca Walker

*A Prospective Study of Feminism Waves, Phases, Issues and Critical Analysis* by: K Annapurany

*A History of Activism of the Guamanian Women's Social Movement* by: Breanna G. Lai

*Pornography, Civil Rights, and Speech* by: Catherine MacKinnon

**June 25 Review and Discussion DAY 5**

**EXAM 5 Historical and Contemporary Feminist Social Movements**

**June 26, 27 Final Presentations on Service Learning/Projects in Moodle Forums (SLO7)**

**June 28 FINAL EXAM**