



WOMS201: Introduction to Women's Studies

Credits: 3

Instructor Information

Instructor Contact Information

Professor: Dr. Andrea L. Glass

Email: aglass@udel.edu (preferred and fastest)

Office Hours: By appointment online through Zoom or on the phone

Welcome to our journey together in WOMS 201! I am currently an Affiliated Assistant Professor in the Women and Gender Studies department at the University of Delaware and have been teaching with the department since 2017. I have a Ph.D. in American Studies from Penn State, where I focused on gender and sexuality, urban culture and folklore, and place-based identity. I also hold a master's degree from the University of Delaware in American History and Museum Studies, a master's degree from Penn State in American Studies, and bachelor's degrees in Art History and American Studies from Penn State.

I have a diverse background that includes working with regional non-profits, leading community efforts in economic development and social justice, and documenting cultural landscapes as a photographer. I have participated in committees on diversity and inclusion and am passionate about working with the LGBTQ+ community. I served on the Board of Directors for the LGBT Center of Central Pennsylvania for three years and was very involved with their History Project. Currently, I am on the board of directors for the Ephrata Performing Arts Center (EPAC), a non-profit that is committed to presenting theater that matters.

I recently published two peer-reviewed articles, "Scenes Through the Rear-View Mirror: 1970s New York and the Cultural and Spatial Influence of Martin Scorsese's Taxi Driver" in the Journal of Popular Film and Television, and, "'I Want to be a Witness: Blogging for Urban Authenticity and Cultural Authority in the East Village" in New Directions in Folklore. I have a chapter in Pussy Hats, Politics, and Public Protest, which was released in Fall 2020. I am also currently working on a book-length project, entitled, Gentrification, Interrupted: Documenting Place-Based-Identity, Vanishing Landscapes, and the War on Gentrification in Urban America.

I am looking forward to working with you this semester!

Course Description

WOMS 201 introduces students to the key topics, approaches, and debates in the interdisciplinary field of Women and Gender Studies from a global perspective. It examines the ways in which sex and gender manifest themselves in social, economic, cultural, and political arenas around the world. Students will explore the core concepts of Women and Gender Studies including issues that are related to the intersections of multiple identities and statuses such as: sex, gender, sexual identity, race and class. We will address the global development and history of feminist activism and theory through a comparative and transnational perspective.

Course Delivery

This is an asynchronous online course, delivered through the Canvas Learning Management System.

Learning Outcomes

1. *Think globally*: Students will critically examine gender in a global context, as well as consider the intersection of gender with other aspects of identity such as race, class, ethnicity, sexuality and ability. We will discuss the lived and gendered experiences of people and cultures throughout the world in our lessons, discussion forums, and journals.
2. *Analyze and discuss power dynamics*: We will examine and understand power, privilege and oppression, especially structural and institutionalized forms of oppression in society and culture. For example, we will talk about gender and education, politics, religion, economics, the healthcare system and the media.
3. *Be open to learning from new sources*: From television to digital culture, advertising to music, students will have the opportunity to analyze, interpret, and examine different types of cultural texts and look at media and popular culture from a gendered perspective. We will apply this in our lessons and final projects.
4. *Be respectful of diverse perspectives and experiences*: Together, we will think critically, practice self-reflection, and work collaboratively to learn from others. We will Learn how ethnographic research on the lived experiences of people and cultures throughout the world can serve as foundations for creating theory. Through our community engagement assignment, we will observe others and apply what we have learned in the classroom to our everyday lives.
5. *Demonstrate through writing, speaking, and/or other forms of communication the ability to*:
 - a. utilize critical and theoretical perspectives (class quizzes, final projects, and community engagement)
 - b. apply interdisciplinary methods (especially in our final project)
 - c. practice critical self-reflection (journals)
 - d. Work collaboratively and invest in each other's learning (discussion forums, event forums, and class participation)

Learning Assessment

Breakdown

The final course grade will be calculated using the following components:

Course Component	Percentage of Total	Points
Class Journal	10	100
Quizzes	25	250
Current Event Discussion Forum	10	100
Annotated Bibliography	10	100
Cultural Observation	10	100
General Discussion Forum	10	100

Final Project	25	200
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Assessment Component 1 Class Journal (5 posts, 20 points each)

Throughout the semester, I will post a question that relates to our module. Our journal assignments are meant to be an opportunity for students to self-reflect on our course material and have additional dialogue with the course instructors. Students will be asked to write a response that is a minimum of 300 words to the question I posed and place it on Canvas by the due date, which is typically a Sunday. I will not be grading your journal answers on content, but rather on whether you completed the assignment and thought critically about the questions that are being asked.

Assessment Component 2 Current Events Discussion Forum (5 posts, 20 points each)

Throughout the semester, I will ask students to find an article (newspaper, magazine, online news source) about a current event that relates to that particular module. Then, students will post a link to that article online in Canvas and a 200-word minimum summary that tells others why the article is an important contribution to our class. Finally, comment on at least one other article that is posted. The required response to another student must be thoughtful and more than, "I agree."

Assessment Component 3 Discussion Forum and Activities (5 posts, 20 points each)

Throughout the semester, I will post a question or an activity that relates to our module for that week on a discussion board thread. Write at least a 200-word minimum response to the question(s) that I posed in the thread. Comment on at least one other post in the forum. The required response to another student must be thoughtful and more than, "I agree."

Assessment Component 4 Module Quizzes (5 quizzes, 50 points each)

Each module will have a corresponding quiz that will consist of short essay questions. Our module quizzes ensure that students are following along with our lectures, videos, and activities.

Assessment Component 5 Annotated Bibliography

This assignment will help students get ready for their final project. For your annotated bibliography, I would like students to list their topic, their thesis statement and the information below for each of the sources that they will use in their final project. A template will be available on Canvas and workshops will be hosted to help students prepare for the assignment.

- A bibliographical citation
- A paragraph summarizing the source
- A paragraph explaining how the source supports your topic and argument and how you are interpreting the source for your final project.
- Students will annotate a total of five sources

Assessment Component 6 Community Engagement/Cultural Observations

I would like students to observe something that relates to our discussions this semester. For example, observing gendered interactions in the classroom, oppression or privilege during the COVID-19 pandemic, or some aspect of gender and education, religion, healthcare, politics, or economics. After the observation, students will write a 1,000-word reflection that states what the event or space was they observed, who was there, where and when this observation took place, and what their experience was like. The reflection must also reference at least one author or topic from our class.

Assessment Component 7 Final Portfolio and Multimedia Presentation

Your final project is a PowerPoint and recorded lecture that will be a collection of examples that address an issue in Women and Gender Studies. For example, you might want to address reproductive rights, the gender pay gap, access to education, voting rights, or mass incarceration. There are many possibilities. Make sure to pick a topic that you are passionate about and that relates to your own interests and future. At a minimum, you will be asked to include five outside sources (not ones that we have already covered in class) that talk about the issue that you selected. Sources can include a documentary, newspaper or magazine articles, academic journal articles, television episodes, a work of literature, a piece of music, an advertisement, a work of art, or a radio program or podcast. I would also like you to include at least one source that speaks to your issue from a global perspective and in a country that is outside of the United States.

The portfolio portion should be a PowerPoint, Prezi, or other visual source that clearly shows the examples you have chosen and why. The narrated PowerPoint or video portion should be a 10-minute analysis that focuses on some theme or idea that you see represented in your portfolio. This portion should have a thesis statement and specific support for your argument that is drawn from your portfolio and your sources. You will gather your sources for this project in our annotated bibliography. This presentation is your chance to share what you are most passionate about. Your lecture should be geared for a general audience that knows nothing about your topic.