



Syllabus for Soc 9 Intro. to Women's Studies

Course Information

Semester & Year: Spring 2024
Course ID & Section #: E6735
(056735)
Instructor's name: V. Vrtiak
Day/Time of required meetings: Fridays 10:00am-1:10pm
Location: HU 207
Course units: 3.0

Instructor Contact Information

Office hours: Upon Request
Email address: Vanessa-Vrtiak@redwoods.edu

Required Materials:

Hood Feminism by Mikki Kendall
Other readings are assigned in each module. These readings are free and scanned directly into Canvas.

Catalog Description

Introduction to concepts and analytical tools used within a feminist framework to study intersections of social oppressions such as class, race and ethnicity, sexuality, age, dis/ability, and gender. Course focuses on the central roles played by socialization, social institutions, resistance movements, sociopolitical practices, and cultural representations of gender. This course requires critical reading and analysis.

Course Student Learning Outcomes

- Employ a sociological imagination to relate individual level experiences of oppression to national and global trends or social issues.
- Evaluate the utility of the feminist theory of intersectionality for understanding the relationship between or among social inequalities.
- Demonstrate the relationship between social change activism and the empowerment of individuals or communities.

Prerequisites/co-requisites/ recommended preparation

None

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including

but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsp@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnaabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

Grading This class is graded on a point scale (no curve).

In Class Assignments are worth 40% of your grade

We will have reflection questions in each class to assess your understanding of the readings. These assignments will be no more than five questions and will be open book and note. Please take detailed notes of your readings.

In addition, you will be graded on your participation. This includes leading the class discussion.

Each person will be responsible for leading **two** classes discussions. Class discussions consist of sharing your own reflections on the readings, generating questions you had after the readings, and posing them to the class. Class discussions range from 20-30mins. Students are graded on the depth of their questions, preparation, and ability to lead a lively discussion.

Homework (20%)

Journal Assignments

Students are expected to turn in 4 reflection journals this semester. These will be different each week depending on the material. You may choose the weeks that you want to write about. The First Journal **MUST BE** submitted before the Midterm Exam on March 8th.

Each assignment must be at least 2 FULL pages in length (1" margins, 12 pt font, double-spaced). Journal entries are due Thursdays by 11:59 PM. You will submit these in Canva. The journal entry will cover that week's assigned (Required) readings. So, if you are submitting a journal entry on Friday of Week 3, the readings to be covered are the ones assigned for Week 3.

*** You cannot submit a Journal entry for the past week's readings. The readings used for a Journal must be from the current week ***

There are multiple purposes of the journal assignments. Primarily, these assignments are designed to help you think about the assigned course material in a more concrete way. Writing these assignments will help you to organize your thoughts, prepare you to be an active, engaged participant, and show me that you are taking responsibility for doing the readings. Pull out pieces from the week's readings, movies, class discussions, and relate them to your own experience. If you are having trouble writing, there are multiple places on campus that can help you. I am happy to point you in the right direction, just let me know.

You must include the main points from the readings, and the evidence the author uses to support their claims. How are the readings for the week connected? What are their common themes? Do you agree with the author's views? How do the readings relate to your life?

Late Journal Submissions will NOT be accepted

Interview Assignment

Interview A Feminist You Admire

Project Plan Due: 2/23

Interview Due: 3/22

Mid-Term & Final 30%

We do not take tests in this class. I do not believe in utilizing tests as a measurement of your intelligence.

Mid-Term will be a Jeopardy Exam and your final will be a presentation. More details to come!

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	District-wide closure (Cesar Chavez Day) .
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due

May 24	Grades available
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Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; being on your cellphone during class time, and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. Active, critical discussion will play a very important role in this course. Participation is extremely important to the teaching/learning process. It is not that I want you to "speak" for the sake of speaking but that I want you to accept some responsibility for engaging with ideas, teaching others, and for the energy and focus of the class. Some people will always be shyer and some more "talkative" than others, but everyone should be prepared having not only read the assigned materials but also having thought carefully about them. Many of the issues we'll cover here are not typically talked about in an academic setting. Here are some guidelines for making our discussions safe, productive, and hopefully enlightening:

- Please be respectful of all members of the classroom community. We all come from different backgrounds and life experiences and will not agree on everything. Disagreements and debates are expected but should center on course materials, not individuals.
- Please do not use sexist, racist, classist, and/or homophobic language. Do not call one another names or use slurs.
- Take care of yourself. If you are emotionally triggered by any of the material we are covering, feel free to step away and take a breather. But please come back and rejoin the group when you are ready.

My hope is that we can create a welcoming, open, and safe environment for discussing both emotionally and academically difficult material.

As you will discover this course, and the very foundation of Sociology will encourage you to "go deep." Some of the concepts we will explore are sensitive in nature. Although we are not meeting in person

this semester, I would still like to set a tone that is intentional, and collaborative. This means that we need to consider how we treat ourselves, and one another. Everyone has the right to feel safe in this course. For an environment to be safe for all, it needs to be spiritually, socially, and emotionally safe and no one should have to hide, protect, or deny their identity. We will use these strategies to promote cultural safety:

- Self-reflection
 - Reflecting on one's own culture, attitudes, and beliefs about "others"
 - Understanding how implicit bias forms our world view
 - Direct Communication
 - Clear, value free, open and respectful communication
 - Developing trust
 - Practice of receiving feedback without defensiveness or invalidating critique
 - Practice
 - Recognizing and avoiding stereotypes
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- Value marginalized voices and act based on feedback from the most vulnerable in our community
 - Understand patterns played out when we uphold dominant cultural values more than anything else and adjust when necessary
 - Centering marginalized groups
 - Cultural humility: we cannot know everything about every community AND we should never speak for another community
 - Indigenous voices are often completely erased from the conversation. Indigenous voices must be a part of our conversations and practices.
- Language barriers often keep the most vulnerable from being able to access services. Bilingual workers should be supported and valued for the additional work they do to be a bridge to these communities.

Canvas Information

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current

Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Schedule

Dates:	Themes:	<u>Readings due for the next class:</u>
1/19	The Foundations & Frameworks	H.F. Solidarity is for White Women Bell Hooks Feminism is for Everybody- Where We Stand (Canvas)
1/26	The Foundations & Frameworks Guest Speaker: Jackie Dandeneau "Zero to Fierce"	H.F. Fear and Feminism
2/2	The Foundations & Frameworks Guest Speaker: Maria from North Coast Rape Crisis	Audre Lorde "Scratching the Surface" (Canvas)
2/9	Race/Class/Gender	H.F. Race Poverty and Politics The Undocumented Americans- "Miami" (Canvas)
2/16	Holiday	No Class
2/23	Race/Class/Gender Guest Speaker: Alyssa (Alex) Muro	H.F. Education Audre Lorde "Sexism" on Canvas
3/1	Race/Class Gender Guest Speaker: Klark Swan on "2nd Shift"	H.F. Housing Disability Visability (Canvas)
3/8	Femicide/Militarization/Security & Peace Guest Speaker: Gina Belton Mid-Term	Chanell Miller Victim Impact Statement (Canvas)
3/15	Spring Break	No Class
3/22	Femicide/Militarization/Security & Peace	H.F. Gun Violence
3/29	Femicide/Militarization/Security & Peace Guest Speaker: Nezzie Wade on Activism in Humboldt	H.F. Missing and Murdered Bell Hooks "Beauty Within and Beauty without" (Canvas)
4/5	Embodiment/Sexuality/Identity Guest Speaker: Marche Hines	H.F. Pretty for a... Cinderella Ate My Daughter

		(Canvas) It Began in Another Land (Canvas)
4/12	Embodiment/Sexuality/Identity	H.F. Black Girls Don't Have Eating Disorders My Body is Not an Apology (Canvas)
4/19	Embodiment/Sexuality/Identity Guest Speaker: Therese Fitzmaurice on 'Embodiment'	H.F. Reproductive Justice, Eugenics, and Maternal Morality Journal of My Birth (Canvas)
4/26	Social Justice & Liberation	H.F. Allies, Anger and Accomplices Greta Thunberg (Canvas)
5/3	Social Justice & Liberation	Audre Lorde Transformation of Silence in Language
5/10	Finals/Wrap Up	Final Presentations

I reserve the right to change the syllabus at any time.