



Course Prefix/Number/Title: WS: 110 Introduction to Womens Studies

Number of Credits: 3

Course Description: An interdisciplinary introduction to the processes by which gender is socially constructed, in relation to sex and sexuality. This course will provide the tools to analyze the complex intersections of gender with other categories like race, ability, class, and religion and understand how they affect the circulation of power. Students will reflect on their identity and experiences, and how these concepts shape our lives and our world. This class will engage with pressing social issues.

Pre-/Co-requisites: N/A

Course Objectives: This course is designed to help students develop a working understanding of the variety of ways that gendered interactions influence any given society. By the end of the semester students should have working critical thinking skills that can address and identify how socio-political factors influence the interpersonal relationships between men and women as well as the institutions and structures which govern modern society.

Instructor: Dr. Zahra M. Moss

Office: TH2209

Office Hours: MWF: 11-12pm T/R 8-9am

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Lecture/Lab Schedule: Online/

On Campus: MWF 11-11:50am

Textbook(s): N/A

OER's on the Blackboard website as determined by Instructor.

Course Requirements:

Discussion Boards	Students are required to construct critical analysis summary of major ideas and themes shared in class required readings and OER's.	10 points each
Critical Response	Students must form arguments substantiated by evidence that answer questions posed by Instructor.	10-20 points
Midterm	Students need to effectively communicate reflection of their ideas, substantiated by evidence, on topics selected by the Instructor.	30 points
Final Project	Students will summarize major goals and priorities of academic scholarship that engages the fields of Women's and Gender Studies.	100 points

Tentative Course Outline:

Week 1: Introduction/Syllabus	Week 5: The Body (cont.)	Week 9: Social Movements	Week 13: Institutions and Individuals
Week 2: Key terms/ What is gender studies?/ Feminist Theories	Week 6: Case Studies Visual Culture	Week 10: Policing the Body	Week 14: Communication and Diversity Consciousness
Week 3: Evolutions in Western Society/ the Patriarchy	Week 7: Global Feminisms	Week 11: Gender and sexuality	Week 15: Advocacy and Allyship
Week 4: Representations of the Body	Week 8: Case Studies: India and Transnational Feminist Movements	Week 12: Identity politics	Week 16: Final Reflections

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): This course is aligned with general education competency six (6): Demonstrates knowledge of social structures. Specifically learning outcomes 1: examines the

experience of the individual, 2: examines the world of human diversity and 3: recognizes human social structures.

**Relationship to Campus Focus:** This course bridges the important historical figures events and cultural processes that transcend time and geographical space. As such we intend to explore the interaction and changes that occur between human kind, the environment in an increasingly technologically advanced world.

**Classroom Policies:** Students are required to treat the instructor and peers with utmost respect at all times within the classroom. This includes limiting the use of distracting technologies including but not limited to; cell phones, laptop computers and portable hand held gaming devices. Students who are disruptive to the learning environment will be asked to leave and any work missed will not be made up.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

**Disabilities or Special Needs:** Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

**AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize

generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

#### RESPONSIBILITIES

Students	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.</li><li>• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li><li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li><li>• If allowable, give specific parameters for how and when generative AI may be used.</li><li>• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.</li></ul>