Germ/WS 306
Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories

Course Syllabus

Instructor Information

Gisela Rutishauser Chappelle
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Office hours: Thursdays 13:00 to 13:30, Fridays 12:00 to 13:00, and by appointment.

Plus: Questions and Answers Forum located in Moodle

About Gisela Rutishauser Chappelle
My name is Gisela Rutishauser Chappelle and I am the German language lecturer here at HSU and teach for the German Studies minor. It is my sincerest wish for you to have a wonderful online experience in this class and I hope you enjoy it as much as I have enjoyed my online classes when I was a student. As we move along in this course, if you have suggestions to improve the online experience for future students, please do not hesitate to share them with me. I will take your suggestions under serious considerations for the next time I teach this class.

Course Description
This course is offered online, using the university's Learning Management System (Moodle). Moodle can be accessed at http://learn.humboldt.edu. Gender and ethnic issues in French, German, Spanish and English-language short stories by and about women. Readings and discussions entirely in English. [Rep. DCG-n. GE.]
This course was developed by professors in the Department of World Languages and Cultures, both men and women, with the idea of presenting the roles, life, writing and contributions of women in a wide range of cultures. Professors who originally developed the course, from the French, Spanish, and German programs, not only co-taught the course, but personally translated many of the stories to English for the first time. Two of the women were also Women’s Studies professors. Outside professors in Vietnamese and English added to our cultural expertise. The
professors have continued their research and publishing, some have retired, and new professors have begun to teach the course. This course was developed to also meet the basic concept of the Women’s Studies major, including the core courses and the Humanities concentration “Arts, Expression & Language,” of which this course is an important element.

Course Prerequisites
None.

Course Corequisites
None.

Student Learning Goals (Course)

Your studies in 306 should enrich your understanding of:
1. women’s lives as compared to those of the men around them as seen in international stories
2. women and men writing and pictured in fiction in a wide range of cultures;
3. gendered stereotypes;
4. the diversity of expression characteristic of different cultures;
5. the different perspectives of the social sciences and the humanities;
6. gender roles and how writing expresses and affects them;
7. how to get the full value out of reading short stories and literature in general;
8. creative expression of your ideas;
9. how a community of scholars shares insight on global gender and ethnic issues.

Student Learning Outcomes (Department)

1. Demonstrate the capacity to be responsible, productive and compassionate global citizens in a fragile world.
2. Collaboratively formulate and solve problems.
3. Think independently and critically.

Student Learning Outcomes (GEAR)

Area C - Arts and Humanities
Upon completing this requirement, students will:
1. apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
2. respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
3. explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
4. discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

Diversity and Common Ground Outcomes

1. Upon completion of the course, students will be able to analyze the complexity of diversity through the perspective of Differential Power and Privilege, Identity Politics, and/or Multicultural Studies.
   -- From the Humboldt State University GEAR page.

Student Learning Outcomes (University)

HSU graduates will have demonstrated:
- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HSU graduates will be prepared to:
- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.
   -- From the Humboldt State University Learning Outcomes page.

Course Calendar

The Current Course Calendar is posted on the Moodle page for this class.

Weekly Learning Goals

• Week 01
Objective 1: For the students to get to familiarize themselves with the online format and know how to access all the resources.

Objective 2: For the students to know what is expected from them in order to succeed in this class and how to earn extra credit.

Objective 3: For the students to know how to complete all activities and assignment by the corresponding deadlines in order to succeed in this class.

Objective 4: For the students to get to know the instructor and each other.

Objective 5: For the students to reflect on what they know and understand feminism to be.

Objective 6: For the students to learn about the vocabulary used in feminism and gendercide.

Objective 7: For the students to think about feminism and gendercide critically and communicate their viewpoint effectively by engaging in respectful discussions in the discussion forum with a diverse range of individuals who come from different communities and may have different viewpoints.

Objective 8: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Objective 9: For the students to express to the instructor any questions or concerns they have about this course.

· Week 02

Objective 1: For the students to learn about gender role expectations children are exposed to within a given society and the family unit.

Objective 2: For the students to learn about how gender role expectations can affect children's emotions and actions.

Objective 3: For the students to learn about how children of immigrants are learning to adapt to the new environment after relocating from their homeland.

Objective 4: For students to learn how there are great differences of what it means to become a woman, depending on what kind of society girls/young women live in.

Objective 5: For students to learn about the internal pains and struggles some girls/young women have to endure when getting married, because of a given society's traditions, or a family's financial situation.

Objective 6: For the students to think critically about the feminist issues presented in these short stories, and communicate their viewpoint effectively by engaging in respectful discussions in the discussion forum with a diverse range of individuals who come from different communities and may have different viewpoints.

Objective 7: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

· Week 03

Objective 1: For students to learn how women struggle with their given family situations because of arranged marriage.

Objective 2: For students to learn how women cope with polygamy.

Objective 3: For students to learn how women deal with domestic violence.
Objective 4: For the students to learn how to recognize symbolism within literature.

Objective 5: For the students to think critically about feminism and the historical and cultural elements within these stories, and how they apply to the given situations in the stories we are reading.

Objective 6: For the students to communicate their viewpoints effectively by engaging in respectful discussions in the discussion forum with a diverse range of individuals who come from different communities and may have different viewpoints.

Objective 7: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Objective 8: For the students to get to know their Art Project group members and start working in collaboration with their assigned group member in the given private discussion forum for that group.

Week 04

Objective 1: For students to learn about multi-dimensional sexual identity.

Objective 2: For students to learn how some women are confined within their family units and isolated from the rest of the world.

Objective 3: For students to learn about gender role expectations from the men and women in their lives, as well as the entire community they live in.

Objective 4: For the students to learn about how some literary works use human imagination and fantastical concepts within their writings, and how recognize it, and analyze it as such, within the context of the story.

Objective 5: For the students to learn about how some people are of the believe that all people should be feminists.

Objective 6: For the students to think critically about feminism within these stories critically and communicate their viewpoint effectively by engaging in respectful discussions in the discussion forums with a diverse range of individuals who come from different communities and may have different viewpoints.

Objective 7: For the students to write a paper about the stories, theoretical readings and films using discipline specific language.

Objective 8: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Week 05

Objective 1: For the students to learn about how behavior and language changes within various situations.

Objective 2: For the students to learn about how gender expectations of and behaviors change due to various geographical and cultural locations.

Objective 3: For the students to learn how to analyze a very short work of art story by getting to know more about the writer.

Objective 4: For the students to think critically about the story and it's historical and geographical location, and communicate their viewpoint effectively by engaging in respectful discussions in the discussion forums with a diverse range of individuals who come from different communities and may have different viewpoints.
Objective 6: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Week 06
Objective 1: For students to learn about how women were treated during war time.
Objective 2: For students to learn how women played an instrumental role in saving the lives of refugees.
Objective 3: For students to learn how women contributed to the economic survival of the family unit.
Objective 4: For the students to think critically about the stories which were historically located during wartime and communicate their viewpoint effectively by engaging in respectful discussions in the discussion forums with a diverse range of individuals who come from different communities and may have different viewpoints.
Objective 5: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Week 07
Objective 1: For the students to learn how matriarchs hold their families together by whatever means possible.
Objective 2: For the students to learn about how older women plan for their deaths.
Objective 3: For the students to learn how older women struggle with not only the geographical, but also the cultural distance between them and their families.
Objective 4: For the students to think about feminism critically and how it applies to old age, and then communicate their viewpoint effectively by engaging in respectful discussions in the discussion forums with a diverse range of individuals who come from different communities and may have different viewpoints.
Objective 5: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.
Objective 6: For the students to put the finishing touches on their Art Project group work and post the finished product in the given discussion forum for the rest of the class to see and comment on.

Week 08
Objective 1: For the students to learn about whose shoulders the responsibility lies to maintain the progress we have made for women thus far, and to continue fighting about equality for all.
Objective 2: For the students to think critically about the past seven weeks, the stories we have read and discussed, the theoretical readings, the documentaries, and films and motivational speech we have seen, and turn in a comprehensive final paper.
Objective 3: For the students to work collaboratively and formulate and transform a written work of art into an artistic piece of art and present it in digital format.
Objective 4: For the students to critically interpret an artistic piece of art and respectfully discuss it in the discussion forums.

Objective 5: For the students to reflect upon the discussions and communicate with the instructor via the Journal entry.

Objective 6: For the students to reflect upon how their knowledge and view of feminism may have evolved.

Objective 7: For the students to critically evaluate the course and give the instructor informal feedback about it via the last journal entry.

Objective 8: For the students to give thoughtful feedback on all the other posted Art Project group work presentations in each discussion forum.

Objective 9: For the students to give explanations/answers about the art project group work presentations, if other students or the instructors posted questions about it in the given discussion forum.

Textbooks & Course Materials

Reading List

All readings are available online on ONCORES. All readings posted on Moodle are required. The complete reading list is available in Moodle.

Minimum Hardware and Software Requirements

The following hardware and software are required to participate in this online course. If you have questions about the technical suitability of your specific hardware and software setup, contact the HSU Help Desk (see How to Get Help: Technical Questions below).

1. Computer. Most late model computers have adequate processing capabilities for online courses.
2. Internet access.
   a. If you plan to connect to the Internet from home, you will need Internet access. High speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP).
   b. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus.
   c. If you do not have a computer at home or work but do spend time on campus, you can use any of the computer labs during open hours.
3. Web browser. Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers (Safari on Mac, Internet Explorer on PC).
4. Adobe Reader. Many of the readings for this course are in PDF format. Adobe Reader is free and can be used to view these documents.
5. Blackboard Collaborate. Virtual office hours take place using this web conferencing software. Collaborate installs when you attempt to join a meeting, so
there is no need to pre-install anything, but you will need to have a headset and microphone. See the Web Conferencing System Requirements page for more info.

Grading Information

Your course grade will be determined as follows:

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<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Leading the Discussion Forum on “your” story.</td>
<td>20%</td>
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<tr>
<td>Quizzes, Journal Entries</td>
<td>20%</td>
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<tr>
<td>Final/Theme Paper</td>
<td>20%</td>
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<tr>
<td>Art Project and Feedback to Other Art Projects</td>
<td>20%</td>
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<tr>
<td>Discussion Board Responses</td>
<td>20%</td>
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Extra Credit Options

TBA

Letter Grade Determination

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<th>Percentage</th>
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<tr>
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Late and Missed Work
There will be no make-up exams or assignments available. If you miss an exam, or homework/posting due date, a grade of "0" will be recorded without exception. Plan your travel and personal events around your school work, not vice versa.

Attendance and Class Participation
Participation (aka attendance) in this online course is met by actively participating in Discussions and completing Activities. Logging into the course site without active participation will not award credit for participation (attendance.) To receive credit for attending this online course, you must participate in the weekly Discussion Topics and complete all Activities assigned for the week by the defined due date.

Course Policies

Online Course
This class is taught completely asynchronously online. This means that we will not meet face-to-face in a classroom and we will not always be online at the same time. However, like a face-to-face classroom, there are fixed due dates for assignments each week, and it's important that you keep up with those.

Expectation of Time

Regular 16-week semester: 9 hours per week.
Summer 8-week semester: Students are expected to devote the same amount of time for this course, as you'd spend in a regular on-site course during a 16-week semester. This is an upper division GE course and you should expect to spend an average of 18 hours per week on readings and activities for this 3-unit course.

Communication and Etiquette Expectations

Be Professional, Clear and Respectful. Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully. Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.
Be Tolerant and Cooperative. Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

Keep it PG-13 and Confidential. Unless the subject matter calls for the use of topics/language that would otherwise override this tip. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Keeping your content PG-13 and confidential will ensure that this is the case. Never use private information about other individuals and be sensitive to the information you share about yourself. Avoid the use of slang, jargon or sarcasm - as they can confuse your recipient.

Remember This Course is Online. Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don’t put things off until the last moment.

Use Proper Headings and Subject Lines. Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!”

Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages. When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time upfront to compose your question, but it can help to eliminate some of the back and forth communication.

-- Adapted from HSU's eLearning 101 and Netiquette Guidelines.

University Policies

Academic Honesty
Students are responsible for knowing University policy regarding academic honesty. For more information, visit the Academic Honesty Policy or HSU Catalog.

Students with Disabilities
Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, (707) 826-4678 (voice) or (707) 826-5392 (TDD). Some accommodations may take up to several weeks to arrange.

Add/Drop Policy
Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. See the Registrar’s page on Schedule Adjustments (Adding or Dropping).

Attendance and Disruptive Behavior
Students are responsible for knowing University policy regarding Class Attendance and Disruptive Behavior.

Emergency Evacuation
Please review the evacuation plan for the classroom (posted on the orange signs), and review information on campus Emergency Procedures. During an emergency, information can be found campus conditions at (707) 826-INFO or www.humboldt.edu/emergency.

Accessibility and Universal Design

Campus Accessibility Policy
It is the policy of Humboldt State University to provide equal access and reasonable accommodation for individuals with disabilities to participate in any program, service, or opportunity provided by the campus, including access to the content and services of World Wide Web pages authored by the University. For more information, see the University General Accessibility Policy.

Statement of Universal Design Intent
As your instructor, I feel I have a responsibility to do everything within reason to actively support a wide range of learning styles and abilities. As such, I have applied the principles of Universal Design for Learning to this course. Feel free to discuss your progress in this course with me at any time. In addition, if you require any accommodations, submit your verified accommodations form to me during the first two weeks of the course.

-- From the UDL Syllabus Statement

Acknowledgment of Different Modes of Learning This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. Individuals with disabilities of any kind (including
learning disabilities, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. Every possible effort will be made to accommodate students in a timely and confidential manner.
Individuals who request accommodations must be registered with the Student Disability Resource Center in House 71, (707) 826-4678 (voice) or (707) 826-5392 (TDD).
Students are encouraged to approach the instructor with any other life circumstances that may affect their participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner your instructor knows about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.
-- Adapted from the Suggested Practices for Syllabus Accessibility Statements

Moodle LMS Accessibility Information
Moodle states that the "goal is to be fully accessible and usable for all users regardless of ability." For more information, see the Moodle.org Accessibility page.

How to Get Help

Contacting the Instructor
If you have questions about the course -- such as concepts covered in the course, assignment instructions, or other general course questions -- post your questions in the "Question and Answers" forum located in the Course Overview and Resources section of the course for the quickest assistance. (Be sure to offer your fellow students assistance there when you can!)
You may also contact me by email, visit my office during office hours, or by special appointment (see top of syllabus for contact information.)
In most cases you can expect a 24-hour turn around time for response to emails.
Please don't post private information to any of the course forums. Please contact me directly for assistance regarding private issues.

Technical Support
If you have technical questions -- such as the suitability of your home computer for the course, installing plug-ins, problems with your password, etc. -- contact the HSU Help Desk at help@humboldt.edu or (707) 826-4357.

Moodle Tech Support
If you have Moodle questions -- such as problems logging into Moodle, problems accessing your course, or problems submitting an assignment -- contact the Moodle Office at moodle.help@humboldt.edu or (707) 826-3633.
Library Services
The HSU Library’s web site can be accessed at http://library.humboldt.edu.

Disability Services
The Student Disability Resource Center’s web site can be accessed at http://www.humboldt.edu/disability.

Writing Center
The Writing Center offers free peer assistance with writing assignments and standardized writing examination preparation. The Writing Center’s web site can be accessed at http://www.humboldt.edu/learning/writing_center.

Tutoring Services
The Learning Center provides tutorial assistance to students having difficulties in specific courses. The Tutoring Services web site can be accessed at http://www.humboldt.edu/learning/tutorial_services.php.

eLearning 101
eLearning 101 is an free, online course to help students learn how to learn online. Students can self enroll into by accessing the course site at http://bit.ly/elearning101.