

Spring 1-15-2015

WST 2309-001: Women, Men, and Culture

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Recommended Citation

Martinez, Robert, "WST 2309-001: Women, Men, and Culture" (2015). *Spring 2015*. 92.
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Women's Studies 2309G (sec. 001): Women, Men, and Culture

Instructor: Dr. Robert Martínez

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Course Time & Location: MWF 9-9.50 AM, Coleman 3170, Spring 2015

Office Hours: Mon. 3-4 PM, Wed. 11 AM-12 noon, Fri. 11 AM-12 noon and 3-4 PM, and by appointment

Class Web: course page on D2L (desire 2 Learn)

Course Description:

Women's Studies 2309G (3-0-3 credits) "examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social." In this section of WST 2309G, we will examine these frameworks through fictional and factual stories and studies of women's lives and experiences.

WST 2309G is a Social Sciences General Education course that fulfills the cultural diversity requirement. As such, this course aims to foster "responsible citizens[hip] in a diverse world" through "understanding [of] society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment" (see Undergraduate Catalog http://catalog.eiu.edu/preview_program.php?catoid=16&poid=1865&bc=1).

This is a writing-intensive, discussion- and participation-oriented course; assignments function as preparatory work for and the bases of the learning process, not as ends in themselves. Students have primary responsibility for the focus and tone of class discussions. This course actively aims to prepare students to meet EIU's university learning goals of critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship.

Course Expectations:

Each student, as a young adult, is responsible for her/his own education at the university level; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials. We will be discussing ideas and information that make some people uncomfortable; it is absolutely necessary, if we are to learn, to ask questions (especially the difficult ones), to express opinions, and to be respectful of others, especially when we do not agree with them. All opinions and ideas are encouraged in this class; it is *never* expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate situations and concepts and express their own opinions clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

Course Learning Objectives:

- Demonstrate critical thinking about gender issues;
- Articulate how political, social, economic, and/or religious factors influence gender role expectations;
- Demonstrate awareness of comparative gender differences within and across cultures and subcultures;
- Demonstrate an appreciation of the diverse experiences and perspectives that shape human culture, in service of global citizenship;

- Improve your public speaking skills through course discussions and in-class presentations;
- Improve your writing skills through formal and informal writing assignments;
- Articulate concepts and arguments relevant to gender issues in formal communication and within peer discussion;
- Develop written and oral communication skills;
- Identify world-shaping forces and events;
- Describe the diverse experiences and perspectives that shape human culture;
- Identify historical events that have shaped gender in the U.S. and in world cultures.

Required Texts:

- Pat Barker, *Union Street & Blow Your House Down*
- Kate Chopin, *The Awakening*
- Sandra Cisneros, *The House on Mango Street* and *Woman Hollering Creek and Other Stories*
- Charlotte Perkins Gilman, *Herland*
- Toni Morrison, *The Bluest Eye*
- Nawal El Saadawi, *Woman at Point Zero*
- Various in-class assigned essays (listed and available via D2L)

Required Films (in full or excerpted):

- Hal Hartley, *Amateur* or *Trust*
- Sylvia & Jen Soska, *American Mary*
- Amy Schumer, *Mostly Sex Stuff*
- Luc Besson, *La Femme Nikita* (if time permits)

Note: You are required to do all assigned reading for this course. The texts listed above are available from Textbook Rental (TRS). Other required readings will be available online via our course page on D2L. **Online readings must be brought to class on the day the material is discussed.** You must either print out the document(s) or use your laptop, iPad, Kindle, or Nook to view them. Using Smartphones to view readings for class discussion is not acceptable.

Required Attendance, Materials & Editions:

- Attend class and participate **daily** in discussion
- Missing more than 3 classes will result in a “+”/“-” final grade deduction; excessive absence will result in automatic failure of this course
- Check e-mail **daily**
- Missing a quiz or activity results in a “zero” for that assignment (unless your absence is documented—e.g., illness, funeral, etc.)*
- Get notes (from a classmate) or handouts/worksheets (from a classmate or during my office hours) from any classes missed
- Do not e-mail me and ask, “did I miss anything?” and please do not interrupt the whole class to ask about something you missed
- Visit class web site/D2L page or other recommended web resources frequently (use Firefox or Safari browsers)
- Use text editions found at Textbook Rental
- Listen to or watch all assigned music or multimedia works **carefully**
- Attend all film screenings and take notes during film
- Readings on D2L should be brought to class on the day it is discussed, in either hard copy (paper) or electronic (your laptop) format

***Note:** Makeup assignments may be accepted in cases of documented hardship or emergency. If you experience hardship or emergency, please let me know as soon as possible. **Late work is strongly discouraged—do not make it a habit.** However, should you find yourself pressed for time, you may ask if an assignment can be accepted late. All late work, if accepted by me, will be penalized.

Assignments & Grading:

- Paper #1 and #2 (Revision paper), Close Argumentative Analysis (4-6 pages each/1050-1450 words each): 10% each, 20% total
- Paper #3, Argumentative Research Paper (5-7 pages/1250-1650 words): 25%
- Completion of 3 Critical Blog Posts (2-4 pages each/600-1000 words or more per post): 10%
- Attendance & Participation: 10%
- Group Discussion Presentation: 15%
- Final Exam: 20%

Grading Scale:

- | | | |
|--------------|--------------|--------------------|
| • A = 94-100 | • B- = 80-83 | • C- = 70-73 |
| • A- = 90-93 | • C+ = 77-79 | • D = 64-69 |
| • B+ = 87-89 | • C = 74-76 | • F = 63 and below |
| • B = 84-86 | | |

A Note about Plagiarism: Plagiarism is the intentional or unintentional use of someone else's ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. **Failure to cite any outside sources or critics will constitute plagiarism.**

E-mail Guidelines:

When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Martínez," etc.) and be signed with your name. Your e-mails should be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. It often takes me one full school day (24 hours, M – F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

A Note about Phones: English Department faculty members no longer have phones in our offices. The best way to reach me during work hours is via my EIU e-mail (listed above). If you really need to reach me immediately, you may call the English Dept. main office (581-2428) or the Women's Resource Center (581-5947) and leave a message for me.

Student Academic Integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Disability Services:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement.

The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Class Schedule: Women's Studies 2309G: Women, Men, and Culture – Spring 2015

***Please note:** This schedule is *tentative*; activities or readings are subject to change depending on class progress.

Date	What We'll Do in Class	What's Due Next Class
Mon., 1/12	Introduction to the course; pre-course survey	Mary Wollstonecraft, "Vindication of the Rights of Woman" (D2L)
Wed., 1/14	Outline Schools of Feminism; begin discussion of Wollstonecraft essay	Virginia Woolf, "Room of One's Own" (D2L)
Fri., 1/16	Discuss Woolf essay	Read Betty Freidan, "The Problem That Has No Name" (15-32) via D2L
Mon., 1/19	Labor Day – No Class	
Wed., 1/21	Discuss Freidan essay	Read Charlotte Perkins Gilman, <i>The Yellow Wallpaper</i> (pp. 647-656) via D2L Attend Dr. Jeannie Ludlow's talk, "Undue Burdens and Personal Responsibility: Literary Pregnancy and Abortion in the Post-Choice Decade in the United States" at 5 PM, Doudna Lecture Hall
Fri., 1/23	Discuss Gilman's story Ludlow Response Paper due in D2L	Review <i>The Yellow Wallpaper</i> Start reading Kate Chopin's <i>The Awakening</i> (pp. 1-20)
Mon., 1/26	Conclude discussion of Gilman's story; begin discussion of Chopin's <i>The Awakening</i>	Continue reading Kate Chopin's <i>The Awakening</i> (pp. 21-61)
Wed., 1/28	Continue discussion of Chopin's <i>The Awakening</i>	Continue reading Kate Chopin's <i>The Awakening</i> (pp. 62-102)
Fri., 1/30	Discuss Chopin's <i>The Awakening</i>	Finish reading Kate Chopin's <i>The Awakening</i> (pp. 103-180)
Mon., 2/2	Discuss Chopin's <i>The Awakening</i>	Start reading Barker's "Kelly Brown" from <i>Union Street</i> (pp. 1-30)
Wed., 2/4	Discuss Barker, "Kelly Brown"	Finish "Kelly Brown" (pp. 31-68)
Fri., 2/6	Discuss Barker, "Kelly Brown"	Read "Iris King" from <i>Union Street</i> (pp. 163-201) all via D2L
Mon., 2/9	Discuss Barker, "Iris King"	Review "Iris King"
Wed.,	Conclude discussion of Barker's "Kelly"	- Read Alice Walker, "Womanism" and bell hooks,

2/11	and "Iris" Blog #1 due in D2L	"Feminist Politics" (via D2L); - Start reading Giddings's "The Women's Movement and Black Discontent" (295-320)
Fri., 2/13	No Class - Lincoln's Day	
Mon., 2/16	Discuss Walker and hooks; begin discussion of Giddings	Review Giddings's essay
Wed., 2/18	Finish discussion of Giddings's essay	Read Morrison, <i>Bluest Eye</i> (pp. 1-40)
Fri., 2/20	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 41-91)
Mon., 2/23	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 92-142)
Wed., 2/25	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 143-193)
Fri., 2/27	Discuss <i>Bluest Eye</i>	Finish Morrison, <i>Bluest Eye</i> (pp. 194-224)
Mon., 3/2	Finish discussion of <i>Bluest Eye</i>	Read Tricia Rose, "Hip Hop Demeans Women," (113-132) and "Hip Hop Is Not Responsible for Sexism" (149-166) in D2L Wrap up/Revise Paper #1!
Wed., 3/4	Discuss Rose on Hip Hop and women	Review Rose's articles
Fri., 3/6	Watch Arnold's <i>Fish Tank</i> Paper #1 Due in D2L	Work on <i>Fish Tank</i> study questions
Mon., 3/9	Watch Arnold's <i>Fish Tank</i>	Work on <i>Fish Tank</i> study questions
Wed., 3/11	Finish watching Arnold's <i>Fish Tank</i> and begin discussion	Start working on Blog #2!
Fri., 3/13	Discuss <i>Fish Tank</i>	
Mon., 3/16- Fri., 3/20	Spring Break	Read Lourdes Torres, "The Constructions of the Self in U.S. Latina Autobiographies" (D2L); complete reading questions
Mon., 3/23	Discuss Torres's essay on Latina identity Blog #2 due in D2L	Start reading Cisneros's <i>The House on Mango Street</i> (pp. 1-50)
Wed., 3/25	Discuss <i>The House on Mango Street</i>	Finish Cisneros's <i>The House on Mango Street</i> (pp. 51-110)
Fri., 3/27	Conclude discussion of <i>The House on Mango Street</i>	Read Evelyn Accad, "Sexuality and Sexual Politics: Conflicts and Contradictions for Contemporary Women in the Middle East" (D2L)
Mon.,	Discuss Accad's essay	Start reading Nawal El Saadawi, <i>Woman at Point</i>

Class Schedule: Women's Studies 2309G: Women, Men, and Culture – Spring 2015

Revised Feb. 23, 2015

Date	What We'll Do in Class	What's Due Next Class
Fri., 2/20	Discuss Giddings's essay	Read Morrison, <i>Bluest Eye</i> (pp. 1-40)
Mon., 2/23	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 41-91)
Wed., 2/25	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 92-142)
Fri., 2/27	Discuss <i>Bluest Eye</i>	Read Morrison, <i>Bluest Eye</i> (pp. 143-193)
Mon., 3/2	Discuss <i>Bluest Eye</i>	Finish Morrison, <i>Bluest Eye</i> (pp. 194-224)
Wed., 3/4	Finish discussion of <i>Bluest Eye</i>	Start working on Paper #1, if you haven't already!
Fri., 3/6	Watch Arnold's <i>Fish Tank</i>	Work on <i>Fish Tank</i> study questions
Mon., 3/9	Watch Arnold's <i>Fish Tank</i>	Work on <i>Fish Tank</i> study questions
Wed., 3/11	Finish watching Arnold's <i>Fish Tank</i> and begin discussion Paper #1 Due in D2L	
Fri., 3/13	Discuss <i>Fish Tank</i>	
Mon., 3/16- Fri., 3/20	Spring Break	Read Tricia Rose, "Hip Hop Demeans Women," (113-132) and "Hip Hop Is Not Responsible for Sexism" (149-166) in D2L
Mon., 3/23	Discuss Torres's essay on Latina identity	Start reading Cisneros's <i>The House on Mango Street</i> (pp. 1-50)
Wed., 3/25	Discuss <i>The House on Mango Street</i>	Finish Cisneros's <i>The House on Mango Street</i> (pp. 51-110)
Fri., 3/27	Conclude discussion of <i>The House on Mango Street</i>	Read Evelynne Accad, "Sexuality and Sexual Politics: Conflicts and Contradictions for Contemporary Women in the Middle East" (D2L)
Mon., 3/30	Discuss Accad's essay Blog #2 due in D2L	Start reading Nawal El Saadawi, <i>Woman at Point Zero</i> (pp. 1-60)
Wed.,	Discuss <i>Woman at Point Zero</i>	Read <i>Woman at Point Zero</i> (pp. 61-101)

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Fri., 4/3	Discuss <i>Woman at Point Zero</i>	Finish El Saadawi, <i>Woman at Point Zero</i> (pp. 102-128)
Mon., 4/6	Discuss <i>Woman at Point Zero</i> Paper #1 Rewrite due in D2L	Read Carole J. Sheffield, "Sexual Terrorism: The Social Control of Women" (pp. 171-187) (D2L)
Wed., 4/8	Discuss Sheffield's article	Read Peggy Reeves Sanday's "Campus Party Culture" and "Rape or 'She Asked for It?'" (D2L)
Fri., 4/10	Discuss Sanday's articles	Review Sanday's essays
Mon., 4/13	Conclude discussion of Sanday; begin discussion of women in horror films	Read Clover's "Her Body, Himself" (pp. 77-86) via D2L
Wed., 4/15	Women and Horror films? Discuss Clover's article	Review Clover's essay
Fri., 4/17	Conclude discussion of Clover; start watching <i>American Mary</i>	Work on <i>American Mary</i> study questions
Mon., 4/20	Watch <i>American Mary</i>	Work on <i>American Mary</i> study questions
Wed., 4/22	Finish watching <i>American Mary</i>	Final Research Paper and Blog #3 due soon—get to work!
Fri., 4/24	Finish discussion of <i>American Mary</i>	Work on Paper Revision opportunity! Continue studying for final exam!
Mon., 4/27	Sex, Feminism, and Humor? Watch Amy Schumer's <i>Mostly Sex Stuff</i> Research Paper (Paper #2) due in D2L	Work on study questions for Schumer's comedy
Wed., 4/29	Discuss Schumer's comedy	
Fri., 5/1	Course conclusion, exam review, evaluations Blog #3 due in D2L	

Final Examination: Monday, May 4, 2.45-4.45 p.m.