

Spring 1-15-2015

## WST 2309-002, 004: Women, Men, and Culture

Jeannie Ludlow  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring2015](http://thekeep.eiu.edu/english_syllabi_spring2015)



Part of the [English Language and Literature Commons](#)

---

### Recommended Citation

Ludlow, Jeannie, "WST 2309-002, 004: Women, Men, and Culture" (2015). *Spring 2015*. 93.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring2015/93](http://thekeep.eiu.edu/english_syllabi_spring2015/93)

This Article is brought to you for free and open access by the 2015 at The Keep. It has been accepted for inclusion in Spring 2015 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**Women, Men, and Culture**  
**Spring, 2015**  
**Dr. Jeannie Ludlow**

**WST 2309G sect. 002, CRN 31768**  
**10:00-10:50 am MWF, Coleman 3170**

**WST2309G sect. 004, CRN 38773**  
**1:00-1:50 pm MWF, Coleman 3290**

**Office:** 3139 Coleman Hall

**E-mail:** via D2L, please

**Mailbox:** 3351 Coleman Hall

**Office Hours:** MW 9-9:50 & 11-11:50, T 9-11,  
F 2-3, and by appointment.

The best way to reach me is via email on eiu online (D2L). Please expect about 24 hours answer-time. If you really need to reach me immediately, please call either the English Dept. main office (581-2428) or the Women's Resource Center (581-5947) and leave a message for me.

**Course Description for WST 2309G:**

**From Undergraduate Catalog:** "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 a focus on body politics and reproductive justice.

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" (Undergraduate Catalog [http://catalog.eiu.edu/preview\\_program.php?catoid=16&poid=1865&bc=1](http://catalog.eiu.edu/preview_program.php?catoid=16&poid=1865&bc=1) ).

**Course Format:** 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. Written work may be revised at the discretion of the professor and within a reasonable time frame.

**Course Expectations:** It is my educational philosophy that each of us is responsible for her/his own education; 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 (e.g., racism, sexuality). 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, clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

**Student Learning Objectives** for WST 2309G—in this course you will:

1. demonstrate critical thinking about gender issues;
2. articulate how political, social, economic, and/or religious factors influence gender role expectations;
3. demonstrate awareness of comparative gender differences within and across cultures and subcultures;
4. demonstrate an appreciation of the diverse experiences and perspectives that shape human culture, in service of global citizenship;
5. improve your public speaking skills through course discussions and in-class presentations;
6. improve your writing skills through formal and informal writing assignments

**Special circumstances:** Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

**Materials:**

PLEASE NOTE: You are required to do all assigned reading for this course. Five texts for this course were ordered from Textbook Rental; we are using the three listed, below, in class. (ISBNs are given in case you would like to order personal copies from an on-line used bookstore like alibris.) Some required readings will also be available only on-line or via D2L.

TRS TEXTS (in order of use)

Bornstein, Kate. *My New Gender Workbook*. NY: Routledge, 2013. ISBN: 978-0415538657

Danticat, Edwidge. *Breath, Eyes, Memory*. NY: Vintage, 1994. ISBN: 978-0375705045

Satrapi, Marjane. *Persepolis: The Story of a Childhood*. NY: Random House, 2003. ISBN: 978-0-375-71457-3

**OTHER REQUIREMENTS:**

Readings on D2L or on-line, as required in the schedule. You will need regular access to a computer and the ability to use D2L. If you need help with this, let me know. Please note: "My computer wouldn't access this reading" or "my printer is out of ink" are not excuses for incomplete homework. If your computer isn't cooperating, go to the library lab and download, read, or print there.

IN ORDER TO PASS THIS CLASS,  
YOU MUST COMPLETE FOR GRADING:  
FOUR BLOG POSTS,  
THE CLASS PROJECT IN APRIL,  
TWO PAPERS,  
AND A PORTFOLIO OF  
FULLY REVISED WRITING ASSIGNMENTS.  
EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC FAILURE  
OF THIS COURSE.

**GRADES** will be earned through the following components, each of which will be assigned a letter grade:

20% Participation (includes attendance, in-class writing, in-class activities, quizzes, and discussion, and successful completion of all reading and out-of-class assignments)  
20% Facebook postings/blog posts  
20% Two papers (10% each)  
20% Class project  
20% Final Writing Portfolio of three fully-revised writing assignments (1 paper and 2 blog posts)

**NOTE:** There will be no makeups for in-class writing assignments or quizzes. Makeups for other assignments may be permitted in cases of documented hardship or emergency. If you experience hardship or emergency, please let me know as soon as is reasonable.

**LATE POLICY:** Late work is strongly discouraged. However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at the beginning of class on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

**ATTENDANCE POLICY:** University students are adults and should make your own choices about attending class; do remember that any choice one makes comes with consequences. In this class, the consequence for absence is lower grade or failure of the course. I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are counted absent, you earn an F in participation that day. In-class assignments will be accepted for grading only on the day they are done and only if you are in attendance (no exceptions); if you miss a reading quiz or activity, you have missed that assignment and will also earn an F on it. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) and for making sure that you get copies of handouts, worksheets, etc. Please do not e-mail your professors and ask, "did I miss anything?" and please do not interrupt the whole class to ask about something you missed.

**E-mail guidelines:** (NOTE: this is good advice for e-mailing all your instructors) Communication with your instructors, whether by e-mail, by phone, or in person, is a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must

have: an appropriate salutation ("Dear Jeannie," "Hello, Dr. Ludlow," etc.); the course info in the subject line (e.g. WST2309G); and a recognizable signature. Your e-mails should be written with complete words and in complete sentences ("May I schedule an appointment with you?" not "Can I C U?"); this is true even if you are sending the emails on your phone. 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. ALL COURSE-RELATED E-MAILS SHOULD BE SENT TO ME ON D2L.

#### **CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES**

—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The professor has the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

**ACADEMIC INTEGRITY:** In this course, we will comply with EIU's academic integrity policy (please see your catalog). I have absolutely no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to) the following:

1. **quoting** from a source without citing that source and/or without using quotation marks
2. **paraphrasing** from a source without citing that source
3. turning in a paper with an incorrect or incomplete **works cited list**
4. **falsifying** data
5. turning in **someone else's work** as your own—this includes (but is not limited to)
  - a. **copying** another's work from a quiz or assignment
  - b. turning in work that **someone else wrote**
  - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission from both professors.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Services. For more information, see [www.eiu.edu/judicial](http://www.eiu.edu/judicial). **In this class, you may use either MLA, APA, ASA, or Chicago citation styles. Whichever style you choose, you must use consistently and correctly.**

#### WRITING ASSIGNMENTS

All in-class writing for grade (quizzes, exams, daily writings) will be hand-written in ink. All out-of-class writing will be typed, double-spaced, in a standard font, with your name and page numbers on every page and submitted to me via D2L. **Please do not include cover pages and do not submit paper copies to me, if you can avoid it—I am a big fan of conserving natural resources.** When you submit papers via D2L, please be sure that all parts of the paper are in one document; never submit the Works Cited as a separate document. I will do my best to acknowledge receipt of your submission very quickly, so you know that your emailing was successful. If you don't see confirmation, please ask!

#### PARTICIPATION

Participation consists of regular attendance and productive participation in class discussions and in-class activities. The items in **bold** are the most important.

A = almost perfect attendance and almost never late;

**active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit**, involving obvious **critical thought** and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professor; consistent inattention to cell phones, laptops, ipads, and other electronic devices during class

B = almost perfect attendance and almost never late;

**consistent participation in class discussions and activities, even when confused or struggling with ideas**; professional behavior in class (including not carrying on "side" conversations and not being rude) and in all communication with professor; inattention to cell phones, laptops, ipads, and other electronic devices during class

C = consistent attendance with full preparation of

course materials but **little to no verbal participation in discussions** unless required; professional behavior in class and in all communications with professor; consistent "follower" role in group activities; OR consistent enthusiastic participation in discussions and activities, **with no explicit evidence of full preparation of course materials**; professional behavior in class and in all communications with professor; inattention to cell phones/electronic devices during class

D = frequent lateness or absence; unprofessional, rude, or inappropriate behavior in class or on discussion boards (including, but not limited to, doing homework for other classes, reading newspapers, occasionally attending to cell phones, "side" conversations, etc.)

F = absence; disruptive or hostile behavior in class or on discussion boards; frequent attention to cell phones, laptops, ipads, and other electronic devices during class, unless otherwise instructed.

#### SHORT PAPERS

Short papers use course materials and concepts to answer a particular question in a focused and extended way. For more information about the paper assignments, please look for the document titled "Paper Assignments" in D2L. **All papers will be submitted for grading via D2L. If you have trouble with this, please come to my office and let me help you.** You will write two papers; papers may be turned in early. Paper #1 is due at the beginning of class (paper copy, please) on Feb. 9. Paper #2 is due via D2L on April 10.

Your paper will be graded on the following criteria:

- a. how strong and clear your thesis statement is and whether it is an arguable thesis;
- b. how consistently your argument is presented throughout the paper;
- c. how well you use course materials and course concepts to answer the question (i.e., show that you have done your reading and thought about it);
- d. how well you use examples to support your thesis;
- e. how well your paper is written to your audience of readers (your audience is made up of smart people who have not taken Women's Studies classes);
- f. if your paper fulfills all the requirements of that particular assignment (e.g., length, focus, required readings, etc.);
- g. how well you document your sources.

All papers must include citations of course readings and works cited lists in correct citation format (either MLA or APA). Any paper without citations and a works cited list will **fail automatically**. If you have questions about the paper assignments, please ask them in class, via email, or in my office hours.

#### **BLOG POSTS**

For this assignment, you will post once a week, every other week, on the course Facebook group, according to your membership on a FB team. Your post must demonstrate your understanding of a keyterm from that week and provide an example, critique, or challenge to that term from everyday life or the news or mass media or the arts. Over the course of the semester, you will post to FB six times (minimum—you may post more if you wish). You will also write four blog posts throughout the semester. Each blog post will be based on a FB post (your own or someone else's) and will focus specifically on one single key vocabulary term (patriarchy, oppression, activism, etc.); at most, you may focus on two vocabulary terms by comparing/contrasting them (e.g., essentialism and social constructionism, femininity and masculinity, misogyny and sexism). While you will be graded on your understanding of the key term as it is defined in our course materials (and not in dictionaries), your blog post should mostly aim to analyze the concrete example of the key term that you got from the course Facebook group. A good example to look at is Roxane Gay's blog post about the word "victim" at <http://the-toast.net/2014/12/10/bad-victims/> or this one on the phrase "like a girl" by Tracy Moore: <http://jezebel.com/always-ad-about-like-a-girl-taunt-will-make-you-cry-lik-1598187426> Notice that both blogs start with the concept (keyterm) and then use specific stories or examples to get us to think a little differently about it. For more information about this assignment, please look for the document titled "Blog Posts" in D2L.

For this assignment, you will do the following:

1. join the course Facebook group (this is a closed group, so you must ask to join it) as soon as you can. It's at: Eiuwst2309g;
2. join the course blog site (WordPress) as an author. You will receive an invitation from me on your eiu.edu email. Follow the instructions, and you should be good!

#### **FINAL PORTFOLIO**

This assignment is intended to sharpen your writing skills. To fulfill this assignment, you will revise fully three writing assignments for this class: one paper and two blog posts. You will revise the assignments with the lowest grades. (HELPFUL HINT: it is best to do this as soon as you get my grade and feedback. If you wait until the end of April to start revising, you will have three papers to work on at once, and you will need to remember what my comments on each paper mean). I strongly recommend meeting with me to discuss your revision strategies for each paper. Your portfolio will be submitted either in hard copy or electronically before the beginning of our final exam period. Please note that the portfolio grade is completely separate from the paper and blog post grades.

**Students in this course are strongly encouraged to submit their papers for consideration in the Women's Studies Program's student essay contest in the Spring.**

#### **PARTICIPATION BOOST**

If you want to boost your participation grade, you may do so by maintaining and meeting out-of-class in your study group on a regular basis. I will set up study groups (based on your schedules and availability) in the first couple weeks of class.

WST2309G Women, Men, and Culture  
 section 002/10 am class  
 Dr. Jeannie Ludlow  
 tentative schedule  
 \*subject to revision

DATE	FB team	KEYTERM OF THE DAY	READINGS DUE THIS DATE	IN CLASS
M 1/12	blue	WOMEN'S STUDIES	no reading due	Assessment survey Syllabus quiz gender, masculinity, femininity
W 1/14	blue	EDUCATION AS POWER	Rich, "Claiming an Education," Freire, "models summary," hooks, "Integrity" (all on D2L)	video clips: <i>Mona Lisa Smile</i> claiming education, banking model of education, problem-posing education
F 1/16	blue	GENDER	Bornstein, <i>My New Gender Workbook</i> pp. 8-58 (complete all quizzes as you read)	Williams, "When I Was a Boy" normative gender gender nonconformity
M 1/19	gray	RESPECT	<b>Martin Luther King, Jr.'s birthday</b>	<b>no classes</b>
W 1/21	gray	IDENTITY	Bornstein, chapter 3 (answer the "exercises" on your own paper)	Styles identity pinwheel intersectionality
F 1/23	gray	POWER	Lorde, "Uses of the Erotic" (D2L) *Bring Bornstein book to class	power activities power pyramid
M 1/26	blue	ESSENTIALISM and SOCIAL CONSTRUCTIONISM	Lorber, "'Night to his Day'" (D2L) "MIT Scientists" on Reddit (D2L)	sex/gender system
W 1/28	blue	PATRIARCHY	Johnson, "Patriarchy" (D2L)	aspects of patriarchy sexism misogyny
F 1/30	blue	HOMOPHOBIA	Pharr, "Homophobia as a Weapon of Sexism" (D2L)	Katz, box of masculinity stereotypes sexism violence
M 2/2	gray	PRIVILEGE	McIntosh, "White Privilege: Unpacking the Invisible Knapsack," Deutsch, "The Male Privilege Checklist," Woods, "The Black Male Privileges Checklist" (all on D2L)	sociocultural institutions
W 2/4	gray	OPPRESSION	Frye, "Oppression" (D2L) Syfers, "I Want a Wife" (D2L)	"I Want a Husband" institutionalized systemic
F 2/6	gray	RAPE CULTURE	Benedict, "Language of Rape" and blog post "Just Shut Up" (both on D2L)	citing sources in your paper ----- intro to class project
M 2/9	blue	COMMUNICATION	no reading due  <b>due: paper #1</b>	<b>BRING TO CLASS:</b> one printed (paper) copy of your paper in-class quiz: your paper
W 2/11	blue	DOMINATION and SUBORDINATION	Miller, "Domination and Subordination" (D2L)	hegemony
F 2/13	blue	FREEDOM	<b>Lincoln's birthday</b>	<b>no classes</b>