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WST 2309G-001: Women, Men, and Culture

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WST 2309-001: Women, Men, and Culture**M, W, F 9:00-9:50 CH3290****Mrs. Kathy Rodems****Office:** CH 3033 **Hours:** M: 1-4, W: 11-12, F: 11-12, or by appointment**Email:** klrodems@eiu.edu**Required Texts:**Bornsten, Kate. *My New Gender Workbook*. New York: Routledge, 2013. Print.Larsen, Nella. *Quicksand and Passing*. New Brunswick: Rutgers University Press, 1986. Print.Rothenberg, Paula S. *Race, Class, and Gender in the United States*. New York: St. Martin's Press, 2007. Print.

Supplemental readings on the d2L website or handouts—you will be required to print these and bring them to class or bring your laptop/tablet to class.

Course Description:

This course 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 of women's lives and experiences.

Course Objectives:

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" (EIU Undergraduate Catalog).

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.

Course Format and Expectations

This class is a writing intensive, participatory, discussion based course. Students will be expected to read assigned material and come to class prepared to engage in discussion and/or activities based on these readings. While you may not always agree with the position or ideas presented in the readings, you will be expected to understand the author's and think critically about them. It will also be important for you to be respectful of other students' ideas in the class. This does not mean that can't state your views about a reading or topic, but please be considerate and think about what impact your words could have on another.

Participation

Frequent and subsequent class participation is necessary to succeed in this class, and as a result, fulfills a significant portion of your final grade (30%). In order to earn the full participation points, I expect you to contribute reading related, well-thought out comments and questions to the class discussions. If you anticipate that contributing to the class discussion to be a problem for you, I suggest that you come speak with me immediately. We will also complete group work, in class writing assignments, and other activities that will contribute to your participation grade.

Participation Rubric:

A=almost perfect attendance and almost never late; contributes reading related comments and/or questions to the discussion several times during **every** class session; participates and keeps on task while completing group work

B=almost perfect attendance and almost never late; contributes reading related comments and/or questions at least once a day; participates and keeps on task while completing group work

C=consistent attendance; contributes reading related comments and/or questions once every other day with clear preparation of course material; participates and keeps on task while completing group work

D=frequent absence or lateness; contributes occasionally to class discussion; frequently sidetracks group discussions

F=missing class; seldom to never contributes to class discussion

Repeated tardiness (every 2 tardies counts as 1 unexcused absence), sleeping in class, coming unprepared to class (no textbook), and the use of cell phones will also result in the subtraction of participation points.

Journals:

You will be required to submit 4 journals over the course of the semester. These journals should be an analysis of and response to one required reading and are due the day the reading is scheduled to be discussed—no exceptions. For example, if you want to submit a journal for the article “Domination and Subordination,” then it must be submitted in class on January 29. You will receive more detailed instructions for these journals during the next class period.

Assignments and Grading:

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| Class Participation | 30% |
| Quizzes and Assignments | 10% |
| Journals | 15% |
| Exam 1 & 2 | 20% |
| Research Essay | 10% |
| Final Exam | 15% |

Attendance and Tardiness:

You are adults and should make your own choices about attending class; do remember that any choice we make comes with consequences. In this class, the consequence for an unexcused 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 receive an unexcused absence. When you are counted absent, you earn an F in participation that day. You must provide documentation for an excused absence immediately upon your return to class. 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 earn an F on it. In addition, please keep in mind that you will be responsible for everything that is said, viewed, assigned, etc., during any class sessions that you miss. 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 me and ask, “did I miss anything?” and please do not interrupt the whole class to ask about something you missed.

If you have 6 or more unexcused absences, you will automatically fail the course.

Late Work:

Your journals are due on the designated date even if you are absent from class. In order to earn full credit, you must submit the journal during the corresponding class. **I will not accept late journals.**

Late research essays and components will be penalized one letter grade per each day it is late (including weekends). For example, if the essay is due Monday by 4:00 pm and you do not turn it in until Wednesday at 6:00 pm, then the best grade you can earn is an 80%. I may be willing to grant additional assistance or extensions. **BUT YOU MUST CONTACT ME WELL BEFORE THE DUE DATE** because I will not grant an extension the day the essay is due.

Cell Phone Policy:

The use of cell phones is prohibited during class time. Please refrain from using your cell phone, which includes talking on, texting, looking at or checking your phone, or anything else that might be considered using your cell phone for the full 50 minutes of class. This explanation of my policy represents your first warning. If I see you doing any of these actions during class time, I will ask you to leave, and you will be given an unexcused absence for the class and unable to earn credit for any of the assignments due during that class period.

Writing Center:

I strongly recommend that you use the Writing Center to improve your writing in this class and others. The Writing Center will not proofread your work, but will suggest practices that could advance your writing skills. The Writing Center is located in Coleman Hall 3110—it is recommended that you make appointments well in advance.

Office of Disability Services:

If you have a documented disability that may require assistance, you will need to contact the Office of Disability Services (581-6583).

Plagiarism:

According to the English Department's policies on plagiarism:

Any teacher who discovers an act of plagiarism—"The approbation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Student Standards Office.

Schedule of Assignments

This schedule may change at any time according to the needs and demands of the class. Make sure you always bring it with you in case of modification. The reading listed is due that day.

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| <p><u>Monday 1/13</u> Syllabus and Introduction to Course</p> | <p><u>Wednesday 1/15</u> History of Feminism Lecture</p> | <p><u>Friday 1/17</u> "Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848" pages 539-542</p> |
| <p><u>Monday 1/20</u> No Class-MLK's Birthday</p> | <p><u>Wednesday 1/22</u> "The Antisuffragists" pages 543-547</p> | <p><u>Friday 1/24</u> Film-<i>We Were Arrested of Course</i></p> |
| <p><u>Monday 1/27</u> History of Feminism Lecture</p> | <p><u>Wednesday 1/29</u> "Domination and Subordination" Miller pages 108-115</p> | <p><u>Friday 1/31</u> "Oppression" Frye pages 154-158</p> |

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| <p><u>Monday 2/3</u> "Patriarchy" Johnson pages 158-167</p> | <p><u>Wednesday 2/5</u> Film-<i>Tough Guise</i> Jackson Katz</p> | <p><u>Friday 2/7</u> Film-<i>Tough Guise</i> Jackson Katz</p> |
| <p><u>Monday 2/10</u> "'Night to His Day' The Social Construction of Gender" Lorber pages 54-65</p> | <p><u>Wednesday 2/12</u> "Baby X" Gould d2L Gender WB pages 7-34 Read and complete quizzes</p> | <p><u>Friday 2/14</u> No Class- Lincoln's Birthday</p> |
| <p><u>Monday 2/17</u> "Want a Wife" Syfers d2L</p> | <p><u>Wednesday 2/19</u> "Boys Will be Boys" Nelson d2L</p> | <p><u>Friday 2/21</u> Exam 1</p> |
| <p><u>Monday 2/24</u> "Defining Racism: 'Can We Talk'" Tatum pages 123-130</p> | <p><u>Wednesday 2/26</u> "Racism" Yamato d2L</p> | <p><u>Friday 2/28</u> "White Privilege: Unpacking the Invisible Knapsack" McIntosh pages 177-182</p> <p>Annotated Bibliography Due</p> |
| <p><u>Monday 3/3</u> <i>Passing</i> Larsen Pages 143-178</p> | <p><u>Wednesday 3/5</u> "Color Blind Racism" Bonilla-Silva pages 131-138</p> | <p><u>Friday 3/7</u> "Class in America-2006" Mantsios pages 182-197</p> |
| <p><u>Monday 3/10</u> Spring Break</p> | <p><u>Wednesday 3/12</u> Spring Break</p> | <p><u>Friday 3/14</u> Spring Break</p> |
| <p><u>Monday 3/17</u> <i>Passing</i> pages 181-202</p> | <p><u>Wednesday 3/19</u> "Deconstructing the Underclass" Gans pages 102-108</p> | <p><u>Friday 3/21</u> <i>Passing</i> pages 203-end</p> <p>Rough Draft Due</p> |

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| <p><u>Monday 3/24</u> Exam 2</p> | <p><u>Wednesday 3/26</u> "Imagine a Country-2006" Sklar pages 329-338</p> | <p><u>Friday 3/28</u> "Shh, Don't Say Poverty" Herbert pages 345-346 Life Happens Game</p> |
| <p><u>Monday 3/31</u> T-Time</p> | <p><u>Wednesday 4/2</u> "My First Time" Allen pages 491-496</p> | <p><u>Friday 4/4</u> "Anti-Gay Stereotypes" Mohr pages 603-609</p> |
| <p><u>Monday 4/7</u> Pride Panel</p> | <p><u>Wednesday 4/9</u> "A New Vision of Masculinity" Thompson pages 717-723</p> | <p><u>Friday 4/11</u> "Interrupting the Cycle of Oppression" Ayvazian pages 724-730</p> <p>Final Draft Due</p> |
| <p><u>Monday 4/14</u> "Rape Culture 101" McEwan d2L</p> | <p><u>Wednesday 4/16</u> Speaker-Anne Wend</p> | <p><u>Friday 4/18</u> "Age, Race, Class, and Sex: Women Redefining Difference" Lorde pages 703-710</p> |
| <p><u>Monday 4/21</u> Speaker-Jeannie Ludlow</p> | <p><u>Wednesday 4/23</u> DV Packet</p> | <p><u>Friday 4/25</u> Speaker-Angie Hunt</p> |
| <p><u>Monday 4/28</u> "Narrowing the Income Gap Between Rich and Poor" Hout and Lucas pages 750-754</p> | <p><u>Wednesday 4/30</u> "Here. Now. Do. Something" Rivers Pitt pages 755-757</p> | <p><u>Friday 5/2</u> Review for Final Exam</p> |

FINAL EXAM: Monday May 5 2:45-4:45 pm