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## WST 2309G-003: Women, Men And Culture

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**Women, Men, and Culture**  
 WST 2309G sect. 003, CRN 92819  
 Dr. Jeannie Ludlow  
 Spring, 2011  
 2:00-3:15 p.m. TR  
 in Coleman 2731

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**Office Hours:** T 3:30-4:30;  
 W 3:30-6; R 1-1:50  
 Other times by appointment.

**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 fictional and factual stories 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" (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; 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.

**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. Three required texts for this course are available from Textbook Rental. Some required readings will also be available only on-line via WebCT or on electronic reserve via the library.

TRS TEXTS (in order of use)  
 Atwood, Margaret. *The Handmaid's Tale*. 1986. NY: Anchor/Random House, 1998.  
 Prasad, Chandra. *On Borrowed Wings*. NY: Washington Square Press, 2008.  
 Morrison, Toni. *Sula*. 1973. NY: Plume, 1982.

BOOKSTORE TEXT (you should either purchase this book or borrow it from a library)  
 Hogan, Linda. *Solar Storms*. 1995. NY: Scribner, 1997.

OTHER REQUIREMENTS:  
 Readings on WebCT, as required in the schedule.

You will also need regular access to a computer and the ability to use WebCT. If you need help with this, let me know immediately.

IN ORDER TO PASS THIS CLASS, YOU MUST COMPLETE FOR GRADING:  
 BOTH EXAMS,  
 THE LIVING HISTORY PRESENTATION,  
 THREE SHORT PAPERS,  
 AND A PORTFOLIO OF THREE 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:

- 25% Participation (includes attendance, in-class writing, in-class activities, quizzes, and discussion, and successful completion of all reading and out-of-class assignments)
- 10% Living History presentation
- 20% Three papers (3-4 pp.; 5% each)
- 20% Two in-class exams
- 25% Final Writing Portfolio of three fully-revised writing assignments

**NOTE:** Makeup assignments may be accepted in cases of documented hardship or emergency. If you experience hardship or emergency, please let me know.

**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 2:00 p.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

**ATTENDANCE POLICY:** 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 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 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.

**E-mail guidelines:** (NOTE: this is good advice for e-mailing all your instructors) 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. Ludlow," etc.) and be signed with your name or a recognizable nickname. 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.

#### **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** for you
  - c. using on-line or hard copy **paper mills**
6. turning in **your own work that was written for another course**, without prior permission.

Violations of EIU's academic integrity policy will result in an **automatic failing grade** in this course and notification of the Office of Student Standards. For more information, see [www.eiu.edu/~judicial](http://www.eiu.edu/~judicial).

#### **PARTICIPATION**

participation consists of regular attendance and productive participation in class discussions and in-class activities

- 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 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 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 and other electronic devices during class
- D = frequent lateness or absence; unprofessional, rude, or inappropriate behavior in class or on the discussion board (including, but not limited to, doing homework for other classes, reading newspapers in class, occasionally attending to cell phones, "side" conversations, etc.)
- F = missing class; disruptive or hostile behavior in class or on the course discussion board; frequent attention to cell phones or other electronic devices during class

#### **TWO IN-CLASS EXAMS**

exams are designed to reward students who keep up with the readings all term and who think critically about the issues raised in class

exams will cover all assigned materials, all in-class activities and texts (including videos, class discussions, and group activities) each exam combines some short-answer questions with in-class essay writing

#### **LIVING HISTORY PRESENTATION**

each student will choose one important person in the history of women's rights to research; your person must have been born before 1950

after you research this person, you will write a seven-minute speech in the voice of the person you have researched; the topic of the speech is some aspect of the person's life story (some important event, something s/he learned, etc.). You may choose to imagine any audience you wish for this speech.

each student will perform (read) this speech to the class as well as turn in a written copy of it.

#### **SHORT PAPERS**

short papers use course materials and concepts to analyze something that we did not read, discuss, or watch in class

each paper is 750-1250 words in length (approx. 3-5 pp.)

all papers must include citations of course readings and works cited lists in correct citation format (either MLA or APA)

for complete instructions regarding these papers, please see the "Papers Assignment Description" on WebCT under "Assignment Descriptions"

if you do not understand the assignment, please ask questions

#### **FINAL PORTFOLIO—to be turned in as hard copy (not via e-mail)**

This assignment is intended to sharpen your writing skills. To fulfill this assignment, you will choose three writing assignments (choose from your three short papers and your living history speech) to revise fully. On Friday, Dec. 19, 2011, before noon, you will turn in to my office or mailbox a cardboard folder or cardboard envelope (not a ring binder; no plastics please) that includes all three of your revisions **plus** the graded copies of those three writing assignments, with everything clearly labeled. If you do not include the original graded copies, your portfolio will not pass.

I strongly recommend meeting with me to discuss your revision strategies for each paper. I also recommend doing your revisions immediately upon receiving a graded assignment, rather than waiting to do all three revisions the last week of classes. Please note that the portfolio grade is completely separate from the paper grades.