

Fall 8-15-2005

## WST 2309-003: Women, Men, and Culture

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**Women's Studies 2309G Section 003**  
**Women, Men, and Culture**  
**Fall 2005**  
**Tuesdays, 3:30-6:00 p.m. in Coleman 2741**

**Instructor: Prof. Carol Stevens**

**Office: 3861 Coleman Hall**

**Office Hours: T-Th 10-12, Wed. 1-2:30, and many other times by appointment**

**Voicemail: 581-6970**

**E-mail: [cfcds@eiu.edu](mailto:cfcds@eiu.edu)**

**Textbooks:**

Kesselman, A., McNair, L.D., Schniedewind, N. *Women: Images and Realities*, 3<sup>rd</sup> ed.  
Boston: McGraw Hill, 2003.

Kirk, G. and Ozakawa Rey, M. *Women's Lives: Multicultural Perspectives*, 3<sup>rd</sup> ed.  
Boston: McGraw Hill, 2004

... as well as handouts, films, websites and other materials

**Course description:**

This is a general education course that examines gender issues in various contexts: historical, political, economic, social, cultural, psychological, philosophical, ethical. We will consider these issues from a variety of theoretical and multidisciplinary perspectives. The course will be conducted in a collaborative/participatory manner. You are expected to read the assigned material faithfully, engage in class and online discussions, and complete all written assignments. I will facilitate discussion, provide some activities and suggest others, and occasionally even give lectures.

**Course objectives:**

- to understand the historical frameworks of related gender issues
- to enhance critical thinking and inquiry skills in relation to gender issues
- to demonstrate the ability to speak and write effectively about gender issues
- to develop societal and cultural awareness by using gender as a category of analysis

**Policies and Other Important Matters**

**Grades:**

Will be based on 100 points total, earned as follows:

Two exams—a midterm and a final worth 15 points each for a total of 30 points

Two papers, one with an oral presentation, topics to be assigned in class, worth 25 points each for a total of 50 points.

Online discussion participation, in-class participation, shorter written assignments, and other work as assigned-20 points.

**Exam dates:**

Exam #1 Tuesday, October 4 in class

Exam #2 (Final) Thursday, December 15, 2:45-4:45 p.m.

**Paper due dates:**

Paper 1 Tuesday, Oct. 20

Paper 2 Tuesday, November 15

Topics will be assigned in class.

Dates of oral presentations will be assigned in class.

**Readings:**

You will be given a schedule of readings. Keep up with this. The dates indicated are the dates by which the readings **MUST BE COMPLETED**.

**Electronic Writing Portfolio:**

WST 2309G is a writing-intensive course. You may therefore submit a paper from this course to your Electronic Writing Portfolio. If you do so, you must revise the paper after it has been graded and before you submit it. Please see me as early as possible in the semester if you are planning to submit a paper from this course.

**Attendance, Participation, Work Expectations**

Participation is required, and class is collaborative. You can only collaborate and participate if you are here, on time, and fully prepared; to do otherwise would be to require others to carry your share of the work as well as their own. If you miss two class meetings, you have missed two full weeks of the semester, and can expect your participation grade to suffer.

Reading and writing assignments are to be completed at the **BEGINNING** of the class period for which they are assigned.

A discussion group will be set up on WebCT. Students will participate on at least four different topics by posting a discussion/response. If you are the first person to post on a topic, your posting will include a response to the reading and topic for discussion; if you are not first, you must also respond in the same posting to the message of at least one other student in the class.

If you are posting to the list on a particular topic, your posting is due no later than 5:00 p.m. the day before the reading is due for discussion in class, to allow the instructor and class members to prepare for the class discussion. Students who consistently engage in thoughtful, prepared discussion on WebCT will find their efforts rewarded with extra participation points.

**Paper Format:**

Papers should be typed, double spaced, with 1-inch margins, and your name, the course and section number at the top left. Please use type no larger than 12-point (the size of type used in this handout), and be sure they are stapled. No binders, folders, title pages, or covers, please. Place your name, the date, the course and section number. Formal papers should be titled, and the title should be centered on the first page above the text.

**Students with Disabilities:**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583.

**Classroom courtesies:**

The usual: come on time, stay until class is finished; cell phones, beepers, pagers, and anything else that beeps, buzzes, rings, or sings, off for the duration of class, please. Unless we are doing small group work, only one person talking at a time.

**Academic Honesty:**

Cheating and plagiarism are serious matters. Consequences range from 0 on an assignment to expulsion from the university. All infractions will be reported to the Judicial Affairs Office. I quote from the English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's 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 a grade of F for the assigned work and a grade of F for the course, and to report the incident to Judicial Affairs.

I expect you to do your own work, to use sources properly, to imbed them appropriately into your work, to use paraphrase, summary, and quotation as needed, with careful and correct documentation in an appropriate standard format (MLA or APA). This applies not only to books and articles, but to all sources, including all web and online sources. If you are uncertain of the mechanics of documentation, there is help available from me, from the Writing Center Tutors, and from numerous web sites.

**Online discussion group:**

Please activate your student e-mail account immediately if you have not already done so. WebCT will recognize only official EIU e-mail addresses. In addition, you may have difficulty reaching me with individual e-mail if you use anything other than your EIU address, or if you attach anything to your e-mail.

The WebCT discussion group is for substantive discussion of course topics only. Please do not use it to ask questions about assignments or request clarification of requirements. You may ask those in a private e-mail to my address given on the first page of this

handout, stop by during an office hour or make an appointment, or use the time provided for procedural questions in class. See “**Attendance, Participation, Timeliness**” above for more information, and stay tuned in class for more information.

**Tentative nature of course policies, schedules, syllabi and other matters:**

**Please note that any policy statement, schedule, or syllabus is by its nature a tentative document. Changes may occur which may alter any of the policies or schedules, including the basis on which grades are assigned, at any time. An announcement in class will be considered sufficient notification for such changes.**

***Tentative Schedule of Readings and Assignments*—all dates are dates by which the assignments are to be completed:**

**Week 1 Tuesday, August 23**

**Introductions, discuss first paper assignment**

**Week 2 Tuesday, August 30**

**From *Women, Images and Realities*, Part I-all, pp. 7-40. Know individual essays by title, author, main idea, major points and evidence, and be prepared to talk about them. We'll celebrate Equality Day, the anniversary of women's right to vote in the U.S., by seeing the film *Iron-Jawed Angels* The actual date is August 26, but since we won't be in class that day.**

**To be continued. . .**

Assignments for WST 2309 Section 003  
Professor Stevens

These assignments are due at the beginning of class the day after Labor Day.

Week 3

Tuesday, September 6

Do all assignments for next time: reading, discussion posting, and short essay typed to hand in.

Reading, in *Women: Images and Realities*, Part II "Becoming a Woman in Our Society," 41-67 AND "Learning Gender" 68-99

Online discussion group: Post a thoughtful response to one of the readings for next week on the discussion list. Your response should mention the title and author of the article you are responding to, quote a significant passage from the article, and comment on your quotation in the context of the whole reading and why you think it important for the class. If you are not the first person to respond on an essay, you must also respond to what one other person has said about your essay, quoting them and dealing directly with their idea.

Writing, at least one page, typed, to hand in at the beginning of class, on EACH of the following topics (at least two pages total):

1. Imagine that women today could not vote today, and write a detailed essay explaining how you think the U.S. would be different if women could not vote.
2. Tell at least three people you are taking a Women's Studies class, ask them to respond, and note their responses. Connect this to one of the essays in the reading for Sept. 6.

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Assignments for WST 2309 Section 003

Due at the beginning of class the week of Tuesday September 13

1. Be sure to have chosen the person you will interview for your first paper, and have the interview scheduled. We'll go over the assignment sheet and suggested interview questions in more detail and talk about drafting the paper, and how to document an interview.
2. If you still have Barbie dolls from when you were younger, bring them to class. Also, think about how you actually played with them, not how they were intended to be used, and think about why you wanted Barbie dolls in the first place. If you did not play with Barbies, did you play with other dolls or "action figures?" Which ones, where did you get them, and how did you play with them? We will see the film *Barbie Nation* in class, and will discuss it. Some things to find out in advance if you can: upon what was the design of Barbie based? Who designed it? How did Barbie mark a radical shift in toy marketing? The film will address these, and other issues.
3. Check some wedding-planning websites—bring URL's, and print out a few pages if you can: what is the cost of an average wedding these days? What does it include? What sorts of wedding/engagement rings are there? Who sets guidelines for how much to spend, on rings? A dress? How much does a wedding cake cost? Pictures? What is the cost, socially and economically, of encouraging girls and young women to be "princesses for a day?"
4. Borrow or purchase a teen, housekeeping, or bride's/wedding planning magazine with you to class next time.

**WebCT discussants may respond on any of the above topics. Once someone has posted on a topic, start discussion threads by clicking on the same topic and using the "reply" function unless you are starting an entirely different topic.**



WST 2309 Section 003  
Assignments due September 20, 2005

PLEASE NOTE: We will meet at 3:30 on Tuesday Sept. 20 only in the Women's Resource Center, Lawson Hall basement (follow the signs, and get there on time, please) for a tour of the Women's Resource Center, following which there will be a quiz which will require you to locate materials in the center and be able to talk about what you've learned.

Break will follow the quiz, after which we will reassemble in the Women's Resource Center to discuss the reading for today: *Women: Images and Realities* Part III, "Gender and Women's Bodies" (all) 117-177.

Writing assignment: choose one of the sexuality-related articles in last week's *Daily Eastern News*, especially the condom-use, sexually-transmitted disease testing, or rap music or "pimp" editorial, and discuss in terms of your reading. (1-2 pages)

Women's Studies 2309 Section 3

Assignments due Week of Sept. 27, 2005

On Thursday, Sept. 22 from 6:00-7:30 p.m., there will be a panel in 2011 Lumpkin Hall, titled "In the Aftermath of Hurricane Katrina: Racial/Ethnic, Social Class and Gendered Response and Recovery. You may attend this panel, write up a single page connecting it with our course topic of "Women, Men, and Culture" and turn it in for an extra credit point. If you choose to do this extra-credit assignment, it is due at the beginning of next Tuesday's class.

Go through the reading assigned to date—the first three sections of *Women: Images and Realities*, and formulate a list of "thought" questions you have about the reading. These should be questions aimed at understanding. There should be no "yes or no" questions, and none which can be answered simply by citing a fact from the essay. Gear them toward "why," "what difference does it make that . . .", "what effect does ---- have," etc. Cite the essays and pages within them, and give a bit of background on what inspired the question.

You should have at least 10 questions when you come to class next time.

We'll also continue our study of body image by seeing one of the "Still Killing Us Softly" films.

We will be catching up on our discussion of specific readings in considerable detail, and will be reviewing for the mid-term exam, which is Tuesday October 4 in class. Everything we've done in class and all assignments will be fair game for the test.