WST 2309G-002: Women, Men, and Culture

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Women, Men, and Culture
WST 2309G sect. 001, CRN 92359
Dr. Jeannie Ludlow
Fall, 2012
11:00-11:50 a.m. MWF
in Coleman 3691

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E-mail: jjudlow@eiu.edu
Mailbox: English, 3351 Coleman Hall
Office Hours: MW 10:00-10:50 a.m.
M 2:00-5:00 p.m.
Other times by appointment.

A note about phones: Faculty in the Dept. of English no longer have phones in our offices. The best way to reach me is via email (expect up to 24 hours for a reply, please). 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.

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 citizenship[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).

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. Most 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. Four required texts for this course are available from Textbook Rental. Some required readings will also be available only on-line via WebCT.
TRS TEXTS (in order of use)
Larsen, Nella. Passing.
Prasad, Chandra. On Borrowed Wings.
Piercy, Marge. Sex Wars.
Viramontes, Helena Maria. Under the Feet of Jesus.
OTHER REQUIREMENTS:
Readings on WebCT, as required in the course.

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.

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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.

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 RESEARCH PAPER AND PRESENTATION

Each student will choose one important person in the history of women's rights to research; your person must have been born before 1940. There are four main parts to this project:

1. Short biography (5% of final grade)-3 pp. or less, based in research (at least two sources, no Wikipedia), just-the-facts story of the person's life.

2. Single incident or issue in the person's life (5% of final grade)-3-5 pp. research-based paper about some issue or incident that is important to the life of your chosen subject.

3. Speech (5% of final grade)-a 12-15 minute speech in the voice of your subject explaining the issue/incident and why it was important to her/his life; this speech should use the research for both parts 1 and 2.

4. Revised speech (10% of final grade)—after I read and comment on your speech (part 3), you will fully revise that speech for the final part of the project; you will present this speech to your classmates during the last week of classes.

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

You will write two short papers, using course readings 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.) both papers must include citations of course readings and works cited lists in correct citation format (either MLA or APA).

Paper 1 topic: Women and the current election (you choose how to narrow this) or The EIU Reads panel discussion (9/18/12, 7 pm, Doudna Theatre)

Paper 2 topic: Women and work (you choose how to narrow this)

COLLABORATIVE LEARNING PROJECT:

Greenwich Village 1913

We will be completing a collaborative learning project (as a class) this semester that asks you to research and respond to a particular moment in history. You will receive a student's manual that will guide you through the process. More information on this assignment cluster is forthcoming.