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

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WST 2309G – WOMEN, MEN AND CULTURE

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Texts:
Carter, Angela. *The Bloody Chamber*
Rothenberg, Paula S. *Race, Class and Gender in the U.S.*
Senna, Danzy. *Caucasia*
Walker, Alice. *The Color Purple*
For MLA format: http://owl.english.purdue.edu/handouts/grammar/index.html

Goals:
Students in this class will:
1. learn to think critically about gender issues
2. learn to articulate how political, social, economic, and/or religious factors influence gender role expectations
3. learn to appreciate the diverse experiences and perspectives that shape human culture
4. improve their public speaking skills through course discussions and in-class presentations;
5. improve their writing skills through formal and informal writing assignments.
6. increase their understanding of the historical development and/or contemporary applications of feminist theory.

Policies:
Attendance is mandatory. A portion of the grade is based on class participation and quizzes--both of which require keeping up with the reading and being in class. Repeated lateness and excessive absences will result in a grade of 0 for the in-class portion of your grade. If illness or personal emergency keeps you from class, let me know; when you return, ask about hand-outs and reading assignments you may have missed.

Class participation is expected. Come with comments, questions, observations, specific page references in the reading you’d like to talk about or understand better.

The use of cell phones is prohibited during class time. Please refrain from talking on, texting, or looking at your phone. If I see you doing any of these actions during class time, I will ask you to leave.

Late work is unacceptable except under prearranged circumstances. Informal homework and in-class assignments will be accepted only at the appropriate class; those handed in late or by students who are not in class will not be accepted. In the case of serious illness or personal emergency, talk to me, and I’ll see that you’re not penalized. NO assignment will be accepted more than a week after the due date. If you run into problems keeping up with the reading or writing a paper please
come see me! Even a brief conversation can help you get interested in a paper or make sense of the reading. Take advantage of my office hours, set up an appointment, or email. If I can, I'll help.

English Department Statement Concerning 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 the immediate assignment of a grade of F for the assigned essay and the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In other words, if the paper has your name on it, you should be the author and originator of any ideas in it that aren’t explicitly linked to a source. If you’re using a source, make that clear. Don’t present someone else’s work or language as your own. This includes the internet. If you want to use information you acquired on-line, you need to name the website you got it from. If you’re using the website’s language, put quotation marks around the words.

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Grades:
Participation: 20%
WebCT and in-class writing: 20%
Essays: 30% (10/20)
Exams: 30% (10/20)
I base essay grades on Guidelines for Evaluating Writing Assignments in EIU’s English Department Grading scale: 91-100: A; 81-90: B; 71-80: C; 65-70: D; below 65 = F
Participation grades will be based on contributions to class discussions and group work. For a high participation grade, consistently ask questions and make comments that show you’ve done the reading and thought about it, and want to learn from and contribute to the ideas of your classmates. Absence, lateness, lack of preparation, and lack of involvement will have a disastrous impact on this grade.

Requirements:
You must complete essay assignments and exams to pass the class.

WebCT responses are due almost every week. Here’s the process:
1. Before you post, read the assigned reading for the next class period.
2. Read through postings by classmates for that same reading assignment.
3. Pick out a passage from the assigned reading for the next class that you find particularly thought-provoking--a passage that has not yet been discussed.
4. In your WebCT posting, quote the passage, providing page number in parentheses.
5. Then explain what you think the writer is saying: rephrase the passage in your own words.
6. Then discuss why you find it interesting. Consider the following questions: How does this sentence relate to the author’s overall argument? Why does the idea expressed in it matter? If this sentence is true, what consequences would follow? Who might disagree with this viewpoint and why? How does this idea relate to other ideas you’ve read about? Do you find the sentence convincing, in terms of your own experience? Whose viewpoint is the author reinforcing or ignoring? Plan on composing a thoughtful, substantive paragraph or two (you might want to compose in Word then paste to WebCT).

NOTE: to receive credit, your posting must be made at least one hour before the class at which the reading you’ve written about will be discussed, and you must attend that class. WebCT responses will be graded on a ten-point scale based on thoughtfulness and precision. A one-page analysis of one approved cultural event on campus (to be handed in at the class following the event) will get you extra credit toward your WebCT grade.

Assignments listed below must be done in preparation for the day on which they are listed.

**Syllabus (tentative).**

**Unit 1: Gender, Race, and Identity: introducing key vocabulary**

TuAug21: introduction to course.

For Th23: Read Lorber, “Night to his Day” in Rothenberg, 54-65, “Declarations of Sentiments and Resolutions” (539-42), Fausto-Sterling, “The Five Sexes” (Reading Assignments, WebCT). Post response #1 to WebCT.

Tu28: Kimmel, “Masculinity as Homophobia” (80-91); Johnson, “Patriarchy” (158-67). Post response #2 to WebCT for Tu or Th. In class: start movie, *Stagecoach*.

Th30: *Stagecoach*


Tu11: Essay #1 due. Visit to Tarble (Skirting Convention, Jake in Transition)

**Unit 2: Body Politics**


Tu18: Media: Mantios, “Media Magic: Making Class Invisible” (629-35); Jhully, “Advertising at the Edge of the Apocalypse” (621-28). Bring a magazine to class. Post response #3 to WebCT for Tu or Th. Recommended: EIU Reads panel 7pm, DFAC theatre

Th20: “What’s so bad about a boy wearing a dress?” (WebCT weblink). In class: *Tough Guise*

Tu25: *Tough Guise*. Bring clipping or image or song to talk about in relation to issues raised in class.

of Heterosexuality” (68-80); Mohr, “Anti-Gay Stereotypes,” 603-9. Recommended: Temple Grandin, DFAC recital hall, 7pm.

Th Oct 4: Violence: “Violated Hopes” (HO); Smith, “Sexual Violence as a Tool of Genocide” (673-83); “DOJ Report: Sexual Assault on Campus” (WebCT in Reading Assignments).

Tu9: Midterm
Th11: Bluest Eye

Tu16: Bluest Eye. Post response #5 to WebCT Tu or Th.
Th18: Bluest Eye.

Tu23: Bring draft essay #2. Analyzing media representations of race, class, and gender.

Unit 3: Re-imagining the future
Th 25: Hand in essay #2. In class, start Senna, Caucasia. Groups select focus (music, politics and history, books, fashion, tv/radio/theatre) and day to lead discussion. Recommended: Oct 27 DFAC theatre, Qawal Najmuuddin Saifuddin & Brothers, 7:30 pm.

Tu30: Caucasia. ”Sport and Lady” and Kleinman, “Sexist Language” (both WebCT in Reading Assignments). Post response #6 to WebCT for Tu or Th.

Tu6: Caucasia. Post response #7 to WebCT for Tu or Th.
Th8: Caucasia.

Tu13: Caucasia. Post response #8 to WebCT for Tu or Th.

Thanksgiving Break

Th29: Carter, The Bloody Chamber, “The Courtship of Mr. Lyon” and “The Tiger’s Bride.”

Th6: Bronski, “Confronting Anti-Gay Violence” (738-41); Blanchard, “Combatting Intentional Bigotry” (734-7). Hand in revised version of essay #2. Evaluations and review.
There will be a cumulative final exam Wed, Dec 12, 8-10am.
CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES--the following constitutes an agreement between the students and instructor 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 instructor 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 instructor 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 instructor as a partner in their education, not as someone who is bent on causing students anxiety and frustration.

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

Students have the responsibility to keep an open mind and to try to comprehend what the instructor is 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 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 instructor, from other students, from the Writing Lab and Study Skills Lab, 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.