

Gender in the Everyday World: WMS 105

Associate Professor Janet Hagen
Office Hours: MW from 12:30-2:00 and by appointment
Location: C 216

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*Leslie Marmon Silko says that all we really have are our stories.
What are women's stories? How does herstory differ from history?*

This course introduces students to the historical and contemporary issues that have shaped and affected women's lives within the discipline of Women's Studies. It offers students the opportunity to learn about the feminist movements and women's contributions toward social change. Emphasis will be on family, health, work, education, religion, violence against women, and popular culture. This course also incorporates projects that promote social change and the empowerment of women.

Prerequisite: ENG 101 eligibility

Course Objectives

Upon successful completion of this course, students should be able to

- articulate the purpose and history of Women's Studies as a discipline;
- explain how the socialization process of learning gender is shaped by many influences, including family, culture, ethnicity, race, religion, media, and popular culture;
- identify and explain how socially constructed categories like gender, race, ethnicity, socioeconomic status, and sexual identity intersect and influence the diversity of women's experiences and serve to create systems of privilege and oppression;
- define and describe basic terms central to the field of Women's Studies: patriarchy, feminism, gender, sex, social construction, racism, classism, heterosexism, ageism, and ableism;
- integrate knowledge and experience to think critically in order to solve problems and arrive at creative solutions.

Required Texts

Women, Images and Realities: A Multicultural Anthology, Ed. Amy Kesselman, Lily D. McNair and Nancy Schniedewind. 4th ed. McGraw Hill, 2008.

Grade Percentages

- | | |
|----------------------------|-----|
| • Class participation | 10% |
| • Homework Assignments | 60% |
| • Service Learning Project | 20% |
| • Quizzes | 10% |

EXPLANATION OF ASSIGNMENT AND GRADES

CLASS PARTICIPATION (10%): A class like this requires your engagement, which means reading *all* of the assigned material before class and participating in class discussions and group work. (If you do not do the reading, you will not be able to participate in the activities, which will affect your grade negatively.) Any work assigned during a class period cannot be made up.

QUIZZES (10%): During the semester there will be several quizzes. Some will be announced while others will be given randomly based on the assigned readings. (Quizzes cannot be made up.)

ASSIGNMENTS (60%): See syllabus and separate assignment sheets for details and guidelines. Breakdown of assignments:

SERVICE LEARNING (20%):

Service-learning . . . integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

National Service-Learning Clearing House

In this course, as we identify the many ways inequality operates in our society, we will also be exploring what can be done to effect change to promote the well being and empowerment of individuals whose lives are affected by issues related to gender (and race, class, ability, sexual orientation, etc.) Creating awareness and changes will come about through your involvement in a service learning project (either individually or in groups) within our own learning community at TRCC. See assignment sheet for specific guidelines.

CLASS POLICIES

Deadlines: All work is due at the beginning of class (as assigned). For each day an assignment is late, your grade will be docked one full letter grade. Allowances will be made for documented emergencies and other absences that can not be avoided. (Email submissions will not be accepted.)

Attendance: The success of this course requires your attendance. If you must miss class, please remember that you will still be held accountable for any missed quizzes, material covered in class, group work, and all assignments that are due that day.

Late Arrivals: *Please be in class on time.* Perpetual lateness will affect your final grade.

Breaks: Unless it is an emergency, refrain from leaving the class at all times. *Doing so is disruptive and will affect your grade negatively.*

Written Requirements: Paper assignments are to be word-processed and double-spaced, with margins of 1 inch and a font size equivalent to Times New Roman size 12. MLA documentation will be the proper format for this class. This is college, so correct grammar and spelling count and will be taken into account on your grade.

Academic Integrity: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Tutoring: Three Rivers has an excellent tutoring center located next to the library, where trained tutors are available to assist you with your academic needs.

Students with disabilities: Any student with a hidden or visible disability that may require classroom modifications should see me about her/his disability within the first week or two of class. I will ask you to see one of the learning disabilities counselors on campus so we can work together to implement an appropriate plan to meet your needs. For more information see http://www.trcc.commnet.edu/Ed_Resources/Learn_Dis.htm

Electronic devices: School regulations require that **all** electronic devices be turned off in learning environments. If it is imperative for you to be available by cell phone, please speak to me before class. **(No text messaging during class.)** (If your phone goes off or you are caught text messaging, there will be a consequence!)

Class cancellations: If class is cancelled, a notice will be posted outside the door. I will also try to send out an email, so make sure your email address is current and in your personal records. School cancellations due to bad weather will be posted on the TRCC homepage and also recorded on the school's main phone number: 860-886-0177. You also have the option to sign up to receive text messages announcing all cancellations or emergencies. (Open your Commnet account and follow directions under Early Warning Alert.)

- *You are responsible for all work covered in class and all changes on the syllabus, whether you are in class or not.*

SPRING 2011

Please bring your book to class every day. All reading assignments are from Women: Images and Realities unless otherwise noted.

JANUARY

21 Introduction to course

Week One

- 24 Read "Introduction" 1-6. Type a response to it answering these questions: a) What is the purpose of the introduction? (Be specific identifying all of the components.) b) Who are the editors and what did you learn from their stories? c) What is your reaction to what you will learn? What questions do you have?
- 26 Read **What Is Women's Studies?** 8-15 and type out an outline or bulleted list that explains what Women's Studies is (be specific and focus on the entire article highlighting the main points; do not write a brief summary statement). Next do a search on the Internet for "Women's Studies." Find three sites. Bring in copies of those sites. On a separate sheet of paper write at least three questions or comments these sites led you to ask or think about. (For fun and discussion, read "The Egg and the Sperm" 40.)
- 28 Read "Talking Back" 15-18, "Why Women's Studies" 32-33, "Women's Studies: A Man's Perspective" 33-34, "Have You Ever Heard of Asian-American Feminists?" and "Voices of Women's Studies Students" 28-30. For each narrative, identify what the main idea is in connection to "What Is Women's Studies" and what each essay challenged you to think about. (Handwritten is fine, if I can read it.)

Week Two

- 31 Before class, ask five people to define **feminism** and record their responses, taking into account their facial expressions and body language. (Handwritten is fine.) Next, do a search on the Internet for the word "feminism." Link to a minimum of three sites and print your findings (and bring them to class). On a separate sheet of paper, write down three questions that you have after interviewing individuals and doing research about feminism.

FEBRUARY

- 2 Read "The First and Second Waves of Feminism in the U.S." 542-548. Type a list of the most important events and ideas these articles highlight about feminism as a social movement and the waves of feminism. Bring your lists to class, either typed or written *legibly*.
- 4 Quiz on "The First and Second Waves of Feminism in the U.S."

Week Three

- 7 Video *Ironed Jawed Angels*
 9 *Iron Jawed Angels*
 11 *Iron Jawed Angels*

Week Four

- 14 Due: typed response to *Ironed Jawed Angels*. This response should 1) identify your reaction to the film. (Were you shocked, angry, surprised, motivated, etc.?), and then 2) an explanation of why you responded as you did. (Part 2 should be based on your background experiences and how they shaped your response, for example, your education, gender, race, class, immigration status, beliefs, etc.) Read Becoming a

- Woman in Our Society 42-44 and Dominant Ideas about Women 45-46 and Learning Gender 70-71, “The Problem That Has No Name” 46-49, “A Work of Artifice” 49
 16 “klaus barbie, and other dolls i’d like to see” 72-75; “not a pretty girl” 69
 18 “An Educator’s Primer On the Gender War” 75-83. In writing (typed), identify the author's main argument about the role of gender in education and then identify how he supports it. (Be specific, identifying the main points). Then type a response as to what this essay challenged you to think about. **Amelia Keller, Vista Volunteer, visits to discuss the components of service learning.*

Week Five

- 21 No class - Presidents' Day
 23 “The Sexual Politics of Interpersonal Behavior” 84-93. In writing, identify the authors' argument (in connection to learning gender) and how they support it (be specific) and whether or not you agree with their claims, citing evidence from your own personal experiences. (Separate your answers under the categories they designate, for example, “The World of Everyday Experience.”)
 25 *Dreamworlds 2* (video)

Week Six

- 28 MUSIC VIDEO ASSIGNMENT DUE. Gender and Women’s Bodies 116-118, “Female Beauty” 119. Poems: 125-129, including the reading in the box “Our Crown, Our Glory, Our Roots”

MARCH

- 2 “The Body Politic” 130-34, “Breaking the Model” 134-38, “Revenge Against the Scale” 137, and poems on 138-39
 4 Women – bring in a popular (beauty) magazine, for example, *Cosmopolitan*, *Glamour*, etc. (Do not bring in a celebrity magazine like *Us* or *People*.) Men – bring in a popular men’s magazine, for example, *Maxim*. (Do not bring in a sports magazine, such as *Sports Illustrated*.)

Week Seven

- 7 DUE: Service Learning Proposal; Video *Still Killing Us Softly 3*
 9 Sexuality and Relationships 140, “*Esta Risa No Es De Loca*” 152, “Demanding a Condom” 155, “Loving Another Woman” 156
 11 “Courage from Necessity” 432-33; “X: A Fabulous Child’s Story” 108-113

Spring Break - March 14-18 (no class)

Week Eight

- 21 Video (*Since you don't have homework this week, I recommend that you start the work that is due next week.*) *Service Learning Proposal returned (with my suggestions).
 23 Video
 25 Finish video. Start written response. (Due Monday, March 28.) Write a feminist critique of this movie. Final work is to be typed.

Week Nine

- 28 VIDEO RESPONSE DUE. Institutions That Shape Women’s Lives 170-78, Women and Work 79, “An Overview of Women and Work” 180-85. Write a two-page summary of what the main challenges are that women face working (draw from all the readings).
 30 “The Price of Motherhood: Why the Most Important Job in the World Is Still the Least

Valued" 191-94, "Going Public" 201, "Office Double Standards" 188

APRIL

- 1 "New Welfare Regime, Same Single-Mother Poverty Problems" 231-37, "European Child-Care Policies and Programs" 226 – Welfare activity

Week Ten

- 4 Women and the Family 243. "A Long Story" 257, "Elena" 261 (finish welfare discussion)
- 6 "Sexual Harassment" 202, "In Case of Sexual Harassment: A Guide for Women Students" 206; "Construction Workers, Subway Creeps, and Other Daily Hazards" 611-13. *DUE: Update on service learning progress (typed).
- 8 No class. Instead, do research on current statistics on sports equity. Read "Women in Sports: A Journey Towards Equality" 241-42 and type up a report of your findings, what the authors are saying about sports and women (their feminist critiques).

Week Eleven

- 11 Sports Equity Report Due. Violence Against Women 478-480. "The Club" 488, "Countdown" 488-93.
- 13 Sexual Violence Against Women and Girls 499, "Whose Body Is It Anyway?" 507-10, "With No Immediate Cause" 510
- 15 "Rape Law Reform" 506, "Protecting Male Abusers and Punishing the Women Who Confront Them" 522-27

Week Twelve

- 18 Health and Reproductive Justice 309-16, "For Better Lesbian Health Care, Fewer Barriers to Care" 342, "Abortion in the U.S.: Barriers to Access" 367-373
- 20 The Differences Among Us: Divisions and Connections 375-79, "Defining Racism: Can We Talk?" 380-85, poems 387-88. "Over the Hill and Out of Sight" 445, "She Who Once Was" 446
- 22 No class - Spring Recess

Week Thirteen

- 25 No formal class. Groups meet to discuss logistics of service learning project
- 27 The Legacy of Class 394, "Tired of Playing Monopoly?" 394
- 29 Focus on service learning projects – need current update

MAY

Week Fourteen

- 2 Handouts on working towards change
- 4 Handouts on working towards change
- 6 Open discussion

Week Fifteen - Dedicated to Service Learning Project

- 9 Project
- 11 Project
- 13 Project

Week Sixteen

- 16 Final work due

**Please keep in mind that the syllabus may change at any time and you are responsible for making sure you stay updated.*