

# Gender in the Everyday World: WMS 198

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Office Hours: Tuesdays-2:30-3:30 and Thursdays-2:30-4:30 (and by appointment)

Location: C 216

*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. 4<sup>th</sup> ed. McGraw Hill, 2008.

## Grade Percentages

- |                       |     |
|-----------------------|-----|
| • Class participation | 20% |
| • Homework            | 30% |
| • Activism Project    | 10% |
| • Quizzes             | 20% |
| • Final Project       | 20% |

## EXPLANATION OF ASSIGNMENT AND GRADES

**CLASS PARTICIPATION (20%):** A class like this requires full participation, which means reading all of the assigned material before class and coming prepared to talk about them and to participate in group activities. (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 (20%):** 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 (30%):** See separate assignment sheets for details and guidelines. (Follow syllabus for requirements and due dates.)

**OUTSIDE ACTIVIST PROJECT (10%):** In this course, we will be identifying not only the many ways inequality operates in our society but also what can be done to effect change. As part of this course, we will be working on a group project that will promote the well-being of women. (More information to follow.)

**FINAL PROJECT (20%):** This project will focus on a current issue that affects women's lives globally and will consist of two parts: typed report and visual presentation of your findings. (More information to follow.)

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## OTHER POLICIES

**Deadlines:** There is no such thing as late work. If you have an emergency, please contact me to make other arrangements. Only in a documented emergency will I accept email submissions, which must be approved ahead of time. (For each day an assignment is late, your grade will be docked one full letter grade.)

**Attendance:** The success of this course requires your attendance. **If you must miss class, please remember that you will still be held accountable for the material covered in class and all assignments that were due that day.** (An excused absent includes, for example, illness and/or injury and requires written verification.)

**Late Arrivals:** *Please be in class on time.* Within the first five minutes of class, I will take attendance. If you arrive after five minutes, I will mark you late, which 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 help 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](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. Sign up for my Commnet Alert Warnings on the Commnet Homepage. (You will receive a text message notifying you of any closings or emergencies.)

- *You are responsible for all work covered in class and all changes on the syllabus, whether you are in class or not. Quizzes and daily assignments given out in class cannot be made up!*

## FALL 2010

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

### AUGUST

#### Week One

26 Introduction to course

#### Week Two

- 31 **1.** Read "Introduction" 1-6. Type a response to it answering these questions:  
 a. What is the purpose of the introduction? (Be specific about what components are in it.) b. What did I learn from it? (Also, be very specific.) **2.** Then 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).

### SEPTEMBER

- 2 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 essay, 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.) 2. Do a search on the Internet for "Women's Studies." Find three sites. Bring in copies of those sites. Write any questions or comments these sites led you to ask or think about. (For fun and discussion, read "The Egg and the Sperm" 40.)

#### Week Three

- 7 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). Write down three questions that you have after interviewing individuals and doing research about feminism. 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*.
- 9 Quiz on "The First and Second Waves of Feminism in the U.S." Video *Ironed Jawed Angels*

#### Week Four

- 14 Video *Ironed Jawed Angel*
- 16 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. Also, consider your gender, race, etc.) Read Becoming a Woman in Our Society 42-44, Dominant Ideas about Women 45-46, and Learning Gender 70-71

#### Week Five

- 21 "The Problem That Has No Name" 46-49, "A Work of Artifice" 49, "not a pretty girl" 69
- 23 "The Gift" 71, "klaus barbie, and other dolls i'd like to see" 72-75, "The Unreal World"

97-99, "An Educator's Primer on the Gender War" 75-83

### **Week Six**

- 28 MUSIC VIDEO ASSIGNMENT DUE. Video *Dreamworlds 3*
- 30 "The Sexual Politics of Interpersonal Behavior" 84-93; write down what you think Henley and Freeman's argument is (in connection to learning gender) and then identify how they support it (be specific). (Separate your answers under the categories they designate, for example, "The World of Everyday Experience.") Next, looking at the evidence they use to support their claims, explain why you agree or disagree with them. Be specific and give your own examples to support your claims.

## **OCTOBER**

### **Week Seven**

- 5 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," "The Body Politic" 130-34, "Breaking the Model" 134-38, "Revenge Against the Scale" 137, and poems on 138-39
- 7 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*.) Video *Still Killing Us Softly*

### **Week Eight**

- 12 Sexuality and Relationships 140, "Esta Risa No Es De Loca" 152, "Demanding a Condom" 155, "Loving Another Woman" 156
- 14 "Courage from Necessity" 432-33; "X: A Fabulous Child's Story" 108-113. Video

### **Week Nine**

- 19 Video
- 21 Due: 1-2 page response to the video. (Were you angered, surprised, disturbed, etc.?) Identify specific scenes that shaped your response(s) and then reflect on why you responded as you did (your experiences, background, etc.).

### **Week Ten**

- 26 Institutions That Shape Women's Lives 170-78, Women and Work" 179, "An Overview of Women and Work" 180-85, "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
- 28 "New Welfare Regime, Same Single-Mother Poverty Problems" 231-37, "European Child-Care Policies and Programs" 226 – Welfare activity

### **Week Eleven**

- 2 Women and the Family 243. "A Long Story" 257, "Elena" 261
- 4 "Sexual Harassment" 202, "In Case of Sexual Harassment: A Guide for Women Students" 206; "Construction Workers, Subway Creeps, and Other Daily Hazards" 611-13. Research and bring in statistics on sports equity. Read "Women in Sports: A Journey Towards Equality" 241-42

## **NOVEMBER**

### **Week Twelve**

- 9 Violence Against Women 478-480. "The Club" 488, "Countdown" 488-93

- 11 Sexual Violence Against Women and Girls 499, "Whose Body Is It Anyway?" 507-10, "With No Immediate Cause" 510, "Rape Law Reform" 506, "Protecting Male Abusers and Punishing the Women Who Confront Them" 522-27

**Week Thirteen**

- 16 The Differences Among Us: Divisions and Connections 375-79, "Defining Racism: 'Can We Talk?'" 380-385, "Codes of Conduct" 386, the poems on 387-88, "Friday Night" 476  
 18 "Rights, Realities, and Issues of Women with Disabilities" 448, "Over the Hill and Out of Sight" 445, "She Who Once Was" 446

*Thanksgiving Holiday - Enjoy! (No class all week.)*

**Week Fourteen**

- 30 The Legacy of Class 394, "Tired of Playing Monopoly?" 394

**DECEMBER**

- 2 Health and Reproductive Justice 309-16, "The Feminization of AIDS" 331-34

**Week Fifteen**

- 7 "For Better Lesbian Health Care, Fewer Barriers to Care" 342, "Lost Woman Song" 351 and "Abortion in the U.S.: Barriers to Access" 367-373

**DECEMBER**

- 9 Open day

**Week Sixteen**

- 14 Presentations – Global Challenges that Women Face  
 16 Presentations – Global Challenges that Women Face