

Gender in the Everyday World: WMS 105

Associate Professor Janet Hagen

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Office Hours: Monday 12:30-2:00 and Thursday 3:30-5:00. and by appointment

Online office hours: Saturday morning

Location: C 216

"Gender Equality Must Become a Lived Reality."
Michelle Obama

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. 5th ed. McGraw Hill, 2011.

Grade Percentages

- Class participation (includes demonstrating knowledge in the subject matter [i.e., completed the homework], in-class writing, group work, attendance, etc.) 20%
- Homework Assignments 25%
- Service Learning Project 30%
- Quizzes 10%
- Final Project 15%

EXPLANATION OF ASSIGNMENT AND GRADES

CLASS PARTICIPATION (20%): 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 (25%): See syllabus and separate assignment sheets for details and guidelines. Breakdown of assignments.

FINAL PROJECT (15%): For this project, we will be looking at some of the issues that affect women globally outside of the United States. You will be required to research an issue and report on it.

SERVICE LEARNING (30%):

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 up Commnet and follow these directions:

My COMMNET ALERT

Please join our **new notification system that delivers critical information in the event of an emergency, including weather-related class cancelations**. The system delivers emergency messages through **text messaging** over cellular phones. Enrollment in myCommNet Alert is **free, voluntary, quick & easy**.

To **Create** your account on myCommNet Alert, select "**Create Account**" on the log in page

To **update** or **change** your myCommNet Alert profile, **log in** myCommNet Alert **FAQs**

**Text message costs will follow your calling plan's terms for text messages.*

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

SPRING 2012

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

JANUARY

20 Introduction to course

Week One

- 23 Read "Introduction" 1-6; 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 ALL of the main points). At the end, type at least three questions or comments these sites led you to ask or think about. Next do a search on the Internet for "Women's Studies." Find three sites. You will need to bring in copies of those sites (printed out).
- 25 "Claiming an Education" 19-21; "Women's Studies and Transnational Feminism" 28-31
- 27 "Finding My Latina Identity Through Women's Studies" 33-34; "What Women's Studies Has Meant to Me" 34-35; "Women's Studies: A Man's Perspective" 33-34; "Jump-Starting My Future: The Force of Women's Studies in My Life" 37-38

Week Two

- 30 Finish discussion. "Feminists Transform Science" 44; Before class, interview five people; ask them 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

- 1 Read "The First and Second Waves of Feminism in the U.S." 555-561. 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.

(FYI – the College is closed Thursday, Feb. 2, for a state-wide professional day. Check with your evening professors to verify that they are not holding classes either.)

- 3 Quiz on "The First and Second Waves of Feminism in the U.S."

Week Three

- 6 Video *Ironed Jawed Angels*
- 8 *Iron Jawed Angels*
- 10 *Iron Jawed Angels*

Week Four

- 13 Assignment One Due: *Ironed Jawed Angels*.
- 15 Read Becoming a Woman in Our Society 45-49 and Dominant Ideas about Women 49 and Learning Gender 66-67. "Night to His Day: The Social Construction of Gender" 68-71; "Masculine, Feminine or Human?" 70
- 17 "The Problem That Has No Name" 50-53; "A Work of Artifice" 49; "JAP: The New Anti-Semitic Code Word" 57

Week Five

- 20 No class - Presidents' Day

- 22 "Gender in the Media" 92-96
 24 "Bitches and Morons and Skanks, On My!: What Reality TV Teaches Us About Women" 96-100; "Klaus Barbie, and other dolls i'd like to see" 71-75;

Week Six

- 27 Assignment Two Due. Gender Inequity in School: Not a Thing of the Past" 77-81
 29 "On Language: You Guys" 75-77; "If Women Ran Hip Hop" 105; "X: A Fabulous Child's Story" 106-112

MARCH

- 2 *Dreamworlds 2* (video) **This video will go a few minutes past the end of class, so plan accordingly.*

Week Seven

- 5 Assignment Three Due. Gender and Women's Bodies 115-117, "Female Beauty" 119. Poems: 124-128, including the reading in the box "Our Crown, Our Glory, Our Roots"
 7 "The Body Politic" 129-33, "Breaking the Model" 133-36, "Revenge Against the Scale" 137, and poems on 138-39

MARCH

- 9 *Still Killing Us Softly 3* (video)

Week Eight

- 12 Sexuality and Relationships 139; "The Cult of Virginity" 140-43; "*Esta Risa No Es De Loca*" 148-152, "Demanding a Condom" 155, "Loving Another Woman" 156
 14 "Courage from Necessity" 112-13; "Why Race Matters to a White Dyke" 489-490
 16 Continue discussion – discuss service learning

Spring Break - March 19-23 (no class)

Week Nine

- 26 Video
 28 Video
 30 Video

APRIL

Week Ten

- 2 Assignment Four Due. Institutions That Shape Women's Lives 166-74; Women and Work 175-76; "An Overview of Women and Work" 177-81.
 4 "If I Survive, It Will Be Despite Welfare Reform" 241-44.
 6 No class – spring recess

APRIL

Week Eleven

- 9 "Sexual Harassment" 201-02; "In Case of Sexual Harassment: A Guide for Women Students" 206; "Catcalls, Groping, and Stalking in Public Places: How to Deal with Street Harassment" 526-28; "Hey, Man, That's Not Cool": Men Stopping Street Harassment" 529
 11 Violence Against Women 493-96; "Understanding Intimate Partner Violence" 497-500 "With No Immediate Cause" 512
 13 "Naming and Studying Acquaintance Rape" 530-36

Week Twelve

- 16 Planning for service learning
- 18 Read all of *Sold*
- 20 Finish discussion on *Sold* – finalize plans

Week Thirteen

- 23 Service learning in action
- 25 Service learning in action
- 27 Service learning in action

Week Fourteen

- 30 “What Is Reproductive Justice?” 350; “Voices of Reproductive Justice” 351-55; “Lost Woman Song” 358

MAY

- 2 “Abortion in the United States: Barriers to Access” 375-79 – service learning planning
- 4 Nations, Boundaries, and Belonging Citizenship in Women’s Lives 452; “Injustice on Our Plates: Immigrant Women in the U.S. Food Industry” 458; “Friday Night” 490

Week Fifteen - Dedicated to Service Learning Project

- 7 Open day
- 9 Final project due
- 11 Final project due

Week Sixteen

- 14 Last day of class

*Grades will be posted May 23.

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