

# Gender in the Everyday World: WMS 105

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Office Hours: Tuesdays/Thursdays 12:30-2:00 and by appointment

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

*Sold*, Patricia McCormick

### **Grade Percentages**

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|----------------------------|-----|
| • Class participation      | 15% |
| • Homework Assignments     | 30% |
| • Service Learning Project | 30% |
| • Quizzes                  | 25% |

## Breakdown of Grades and Policies

**CLASS PARTICIPATION (15%):** 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 (25%):** 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 syllabus and separate assignment sheets for details and guidelines.

**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, race/ethnicity, 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.

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### 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 cannot 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. Plagiarism of any sort will result in a failing grade.

**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](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.)

## Fall 2011

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

AUGUST

### **Week One**

30 Introduction to course

SEPTEMBER

- 1 **1.** Read "Introduction" 1-6. Type a response to it following this format: Pretend you are having a conversation with the authors. Restate what they are saying and then make comments and ask questions as you go along.) **2.** Read **What Is Women's Studies?** 8-15 and type out an outline or bulleted list that explains what Women's Studies is. **3.** Do a search on the Internet for "Women's Studies." Find three sites and bring in copies of them. **4.** Read "Claiming an Education" 19-21 and pretend you are having a conversation with the author. Restate what she is saying and then make comments and ask questions as you go along.

### **Week Two**

- 6 **1.** Read "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. (Typed)  
**2.** 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 that will encourage class discussion.
- 8 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*.

### **Week Three**

- 13 Quiz on "The First and Second Waves of Feminism in the U.S." Video *Iron Jawed Angels*
- 15 Finish video.

### **Week Four**

- 20 Due: typed response to *Iron Jawed Angels*. This response should be in the format of a conversation with the women in the film. What would you have said to them at various points in their journey towards emancipation and after the 19<sup>th</sup> Amendment was passed? Read Becoming a Woman in Our Society 42-44, Dominant Ideas about Women 45-46, and Learning Gender 70-71, "The Problem That Has No Name" 46-49
- 22 "A Work of Artifice" 49, "not a pretty girl" 69, "The Gift" 71, "klaus barbie, and other dolls i'd like to see" 72-75. Hand out Assignment One.

### **Week Five**

- 27 Read "An Educator's Primer on the Gender War" 75-83 and for "The Sexual Politics of Interpersonal Behavior" 84-93 type the thesis and main points with examples. 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.  
(28<sup>th</sup> – FYI, Volunteer Fair in cafeteria.)
- 29 **Assignment One Due.** Discuss service learning project and hand out Assignment Two.

## OCTOBER

### **Week Six**

- 4 Video *Dreamworlds 3*. "No Respect: Gender Politics and Hip-Hop" 99-104
- 6 **Assignment Two Due.** Discussion

### **Week Seven**

- 11 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
- 13 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**

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

### **Week Nine**

- 25 Video
- 27 Due: 1-2 page feminist critique of the movie. Discuss service learning project

## NOVEMBER

### **Week Ten**

- 1 Institutions That Shape Women's Lives 170-78, Women and Work" 179, "An Overview of Women and Work" 180-85, "If I Survive, It Will be Despite Welfare Reform" 237-240
- 3 Welfare activity

### **Week Eleven**

- 8 Violence Against Women 478-480. "The Club" 488, "Countdown" 488-93, "Protecting Male Abusers and Punishing the Women Who Confront Them" 522-27
- 10 Sexual Violence Against Women and Girls 499, "Rape: The All American Crime" 499-507, "Whose Body Is It Anyway?" 507-10, "With No Immediate Cause" 510, "Rape Law Reform" 506"

## NOVEMBER

### **Week Twelve**

- 15 "Rape and Gender Violence: From Impunity to Accountability in International Law" 518, Read handout on sex trafficking. Discuss service learning project
- 17 Read all of *Sold*. Discuss service learning project

**Week Thirteen – Thanksgiving Holiday. No class ~ enjoy!**

**Week Fourteen**

29 Implement service learning project

DECEMBER

1 Implement service learning project

**Week Fifteen**

6 Health and Reproductive Justice 309-16, "The Feminization of AIDS" 331-34, "For Better Lesbian Health Care, Fewer Barriers to Care" 342, "Lost Woman Song" 351

8 Open day

**Week Sixteen**

13 Final Presentations

15 Final Presentations

*\*The syllabus may change at any time.*

*FINAL GRADES WILL BE AVAILABLE DECEMBER 29*