

Cultural and Ethnic Studies 286: SLUT- The History of a Word

Instructor: Elizabeth Harazim **Section:** A **Item:** 5640

M-F 11:30-12:20 Room **R101**

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WELCOME!

In this syllabus you will find a comprehensive course overview involving what you will be doing in this class and what to expect this quarter. Take some time to read it over. This is a map for our journey together over the coming weeks.

What is CES 286 and why should you take this class?

This is a Social Science course in Popular American Culture. What you will learn in this class prepares you for advanced work in a diverse range of fields: political science, law, economics, teaching, professional writing and scholarship, to name a few.

The Social Sciences are an important component of your education. In this discipline, we learn to examine the culture in which we live, assess tradition and convention in a different way, and gain an understanding of how our culture affects the way we think, feel, desire, and act.

A Note about Course Content:

In Interdisciplinary Studies/Ethnic Studies/American Studies, we examine just about every aspect of the social world, we talk about provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note that you ***will be responsible for any course material you miss if you choose not to participate***. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

Furthermore, I am taking it as a given that there are different levels of knowledge and experience in this classroom surrounding popular culture, gender discrimination, sexism, and this type of academic inquiry. Therefore, I will not make assumptions about your level of knowledge of the field of Cultural and Ethnic Studies. I hope you will do the same and allow your fellow classmates to ask questions and make mistakes in the name of learning. The only assumption I will make is that your presence in this class implies your commitment to anti-homophobic, anti-sexist, transphobic, and anti-racist inquiry. While I encourage difference of opinion (from the text under consideration, the instructor, or a point of view expressed by a classmate), I expect you to be respectful and civil. Any form of bigotry will not be tolerated.

Additionally, since this course is a survey of the theories and research that have come out of Sociology and CES as academic disciplines, we will use the social categories that have been thoroughly researched. We will often refer to "women" and "men" in our class as well as the research data about "women" and "men." Although these categories are clearly and obviously socially-constructed (and in fact limiting and restrictive), they do have very real and significant social meaning in our culture. Thus, these categories will be referred to often in this class.

TEXTS AND MATERIALS

The following are required texts for this class:

Laurie Penny: *The Purity Myth* **ISBN:** 9781580053143

Roxane Gay: *Bad Feminist* **ISBN:** 9780062282712

Leora Tanenbaum: *I Am Not a Slut* **ISBN:** 9780062282590

Rebecca Solnit: *Men Explain Things to Me* **ISBN:** 9781608463862

You can get the first three at BC's bookstore, but you need to order Solnit's Men Explain Things to Me somewhere else. [The link to it on Amazon is here. \(Links to an external site.\)](#)

OUTCOMES AND GOALS

What you will learn:

This course will strengthen your ability to do three crucial things:

Analyze media and written texts. Critically examine culture and its influence. Use a feminist theoretical framework to write about popular culture.

Here are some of my goals for the class:

- Examine the “media torrent” of political messages, standards, behaviors, roles, and values that bombards us every day.
 - Gain awareness of the ideologies we internalize because of them (consciously or not).
 - Gain awareness of the narrow and socially constructed standards that shape our ideas about what constitutes ‘normal’.
 - Recognize the extent to which gender role expectations are shaped by culture.
 - Learn about rape culture and how this constitutes public spaces.
 - Learn what prejudice, stereotype, marginalization, oppression and privilege mean and how they affect our world, in part by perpetuating systems that enact violence.
 - Work with your peers to interpret texts and review each other's work.
 - Become a more active, engaged citizen of the world.
 - Use all these skills to write about and explain the significance of ideas that matter to you.
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COURSEWORK AND GRADING

Your grade breaks down like this:

Reading Responses x 10 30%

Project 1 & 2 40%

In-Class Assignments 20%

Overall Participation 10%

This is a general framework for grading in this course:

90-100 = A Range. “A” work shows me you’re engaged with all course material by utilizing quotes and ideas. It is writing completely free from grammar and spelling errors, demonstrating your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your “writing voice.” That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be “fleshed out” and not just a series of statements, in other words.

80-89 = B Range. The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79 = C Range. “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

60-69 = D Range. Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is little-to-no integration of material and you’re not responding to the questions raised in the assignment. Demonstrated understanding of the course materials is not presented clearly, or at all.

CAMPUS RESOURCES

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that

impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. [The Title IX Office \(Links to an external site.\)](#) can also be contacted at 425-564-2441.

For further information and contacts, please consult [College Anti-Discrimination Statements \(Links to an external site.\)](#).

Academic Calendars

Click these links to find information about holidays, closures, deadlines for withdrawal and the finals schedule.

Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/> (Links to an external site.).

College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp> (Links to an external site.).

Support for Students

The following is a short and quick reference list of support for students. **If you would like to read more details about these resources, click the [BC Resource Page here](#).**

[Writing Lab \(Links to an external site.\)](#) **D 204**

Hours: Mondays-Thursdays, 8:00 am to 8 pm, Fridays 8-3:30 pm and weekends 11-4.
425.564.2200

[TRiO \(Links to an external site.\)](#) **B 233**

*TRiO offers many kinds of support; I encourage all who qualify to take advantage of this amazing resource.

Multicultural Center (MCS) **B 233**

A message from MCS:

“There is more to college than just getting good grades and attending your classes. Whether you want to go into the workplace or go on to a transfer college it is really important to have a well rounded college experience. This includes getting necessary life and leadership skills that will help you in the classroom, in your workplace, and your community for the rest of your life. Bellevue College has amazing opportunities for you to get involved.”

Through MCS you will find access to these and other valuable resources:

- [MCS Tutoring \(Links to an external site.\)](#)
- [Comprehensive Success Initiative \(Links to an external site.\)](#)

[Disability Resource Center \(DRC\) \(Links to an external site.\)](#) **B 132**

Call the reception desk at 425.564.2498. Deaf students can reach us by video phone at 425.440.2025 or by TTY at 425.564.4110. . .
[\(Links to an external site.\)](#)

[Academic Success Center \(Links to an external site.\)](#) **D 204**

Contact the academic tutoring center at 425.564.2200

[Computer Services](#) (Links to an external site.)

You can also call for assistance at 425.564.5555

LGBTQ Resource Center **C 225**

Contact: [Craig Hurd-McKenney](#)

[Center for Career Connections \(Links to an external site.\)](#) **B 231**

[Veteran's Office \(Links to an external site.\)](#) **B 231**

or call 425.564.2400

Course Summary:

Date	Details	
Mon Apr 3, 2017	Opening Day Cards	due by 11:59pm
Thu Apr 6, 2017	Cards 4/6	due by 11:30am
Fri Apr 7, 2017	Cultural Artifact I	due by 11:30am
	Reflection 1	due by 11:30am
	Introduce yourself	due by 11:59pm
Fri Apr 14, 2017	Cultural Concepts: CLOTHES	due by 11:59pm
	Cultural concepts: FOOD	due by 11:59pm
	Cultural Concepts: NORMALITY	due by 11:59pm
	Cultural Concepts: PERFECT BODY	due by 11:59pm
	Cultural Concepts: SEXINESS	due by 11:59pm
Fri Apr 21, 2017	Reflection 2	due by 11:30am
Fri Apr 28, 2017	Reflection 3	due by 11:30am
Fri May 5, 2017	Reflection 4	due by 11:30am
Fri May 12, 2017	Reflection 5	due by 11:30am

Date	Details	
Sun May 14, 2017	Project 1	due by 11:59pm
Fri May 19, 2017	Midterm Project: Zine	due by 11:30am
Fri May 26, 2017	Reflection 6	due by 11:30am
Fri Jun 2, 2017	Reflection 7	due by 12:30pm
Tue Jun 13, 2017	LAST DAY OF CLASS!	11:30am
	Overall Participation	due by 11:59pm
Fri Jun 16, 2017	Final Project Presentations	1:20am