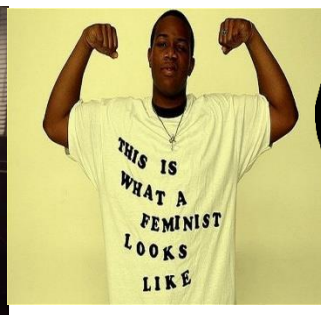


INTRODUCTION TO WOMEN'S STUDIES

CES 109, Winter 2018
12:30-1:20 Daily, R-110-A



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Office Hours: 10:30-11:20 daily
and by appointment

Course Introduction:

"I myself have never been able to find out precisely what feminism is. I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat..." -- Rebecca West

"I have chosen to no longer be apologetic for my femininity. And I want to be respected in all my femaleness. Because I deserve to be." -- Chimamanda Ngozi Adichie

"Feminism is hated because women are hated. Anti-feminism is a direct expression of misogyny; it is the political defense of women hating." -- Andrea Dworkin

"It is time that we all see gender as a spectrum instead of two sets of opposing ideals. We should stop defining each other by what we are not and start defining ourselves by who we are." -- Emma Watson

"Though we have the courage to raise our daughters more like our sons, we've rarely had the courage to raise our sons more like our daughters." -- Gloria Steinem

Welcome to Women's Studies! This is an introduction to the interdisciplinary field of Women's Studies. Women's Studies encourages an increased awareness of the social, cultural, and political issues and experiences that shape women's lives. Historically, women's experiences have often been ignored and thus the development of Women's Studies as an academic field is one way that women's voices have been centralized. Of course, there is no single way to understand "women's experiences." We will explore some of the fundamentals central to the formation of feminist activism in the United States and the readings and discussions will be designed to position race, class, sexuality, and other aspects of identity in relation to sex and gender. Hopefully, this course will help you to gain a greater critical awareness of how sex and gender operate in institutional and cultural contexts, provide you with feminist tools of understanding and analyzing how gender operates in your own life, and facilitate opportunities for you to begin imagining social change towards women's empowerment.

Required Texts:

There is no textbook required. All articles and readings can be found on Canvas under "Files." Titles are listed alphabetically.

The only thing you will need to get is Hulu to watch the *Handmaid's Tale* (10 one-hour episodes). For those on a budget, you can sign up for a free one-month trial and then cancel it, making this free.

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

A note about course content: Since Cultural and Ethnic Studies examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in this class and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

Furthermore, I am taking it as a given that there are different levels of knowledge and experience in this classroom surrounding feminism. Therefore, I will not make assumptions about your level of knowledge of the field of Women's Studies. I hope that you will do the same and allow your fellow classmates to ask questions and make mistakes in the name of learning. The only assumption that I am making is that *your presence in this class implies your commitment to anti-homophobic, anti-sexist, anti-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.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

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 course.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Identify their own previously-held perspectives on women and gender, and explain how those perspectives may have changed.

- Compare, summarize, and evaluate historical and contemporary trends in American thought and attitude regarding about women and gender.
- Discuss, orally or in writing, women and gender, showing the interrelation of historical events, literary works and social changes.
- Apply social science methodologies for analysis and students also discuss humanitarian views of the subject matter through the examination of literature and/or other forms of art.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the syllabus. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes i-phones, cell phones, laptops, i-pads, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it!

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our 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. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Grading:

Grades are based on **six factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) Zine Activism Assignment, (6) and Personal Reflection Homework. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Zine Activism Assignment	100 points
Personal Reflection Homework (5 at 10 points/each)	50 points
TOTAL	600 points

Grade	Points	Percentage
A	555-600	93-100%
A-	537-554	90-92%
B+	525-536	88-89%
B	495-524	83-87%
B-	477-494	80-82

Grade	Points	Percentage
C+	465-476	78-79%
C	435-464	73-77%
C-	417-434	70-72%
D+	405-416	68-69%
D	357-404	60-67%
F	356 & Below	59% & Below

DESCRIPTION OF 6 GRADING COMPONENTS:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than two unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. Daily Notecards on the Readings: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notecard. Notecards must be turned in at the start of class at 12:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day. Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those

graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. The guidelines for submitting your notecards are as follows:

NAME	DATE
TITLE OF READING (pg. #s) & AUTHOR	
<p>THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article</p> <p>List/Define any Key terms discussed in reading</p>	

3. In-Class Activities and Homework Assignments: (100/600 points; 10 points each)

Over the course of the quarter, you will be asked a total of 7 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

4. Exams: (200/600 points; 100 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive.

5. Zine Activist Assignment (100/600 points):

You are going to engage in your own activism by producing a zine. This assignment can be done individually or as a pair. The content and format of the zine will be decided by you, but must be 6-10 pages in length. You can include art, poetry, drawings, collage, photoshopped images, writings, photos, etc. Some zines are digitally designed, others are hand-designed. Do what you want! Be creative! Be engaging! You will be working on this over the course of the quarter and will present your zine to the class in the last week. Bring copies for folks to look at! I would also encourage you to distribute across campus – put your zines in bathrooms, hand out in the free-speech zone. Address issues that you are passionate about. The only limit is that it needs to center on or around feminism or issues discussed in the course.

6. Personal Reflection Homework (100/600 points; 10 points each):

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten).

General Guidelines for All Written Work **

All papers or written work should be typed, in Times New Roman, 12-point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 12:30 p.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!

Syllabus Calendar

You should be looking at your syllabus on a daily basis so you know what is expected of you in class. Also, you are expected to have read the readings assigned for the current day by the time you arrive in class!

**Although I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Tuesday, January 2nd: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Wednesday, January 3rd: What is Feminism, Anyway?

Readings: "A Day Without Feminism"

"Feminist Politics: Where We Stand"

Thursday, January 4th: Feminism in the 21st Century

Readings: Watch "We Should All Be Feminists" by Adichie

https://www.youtube.com/watch?v=hg3umXU_qWc&index=7&list=PLKHkb13CdsGHhioVkmph4B9dQi9hAiEFI



Week 2

Monday, January 8th: Learning Gender vs. Gender as Nature

Readings: "The Social Construction of Gender"

Personal Reflection Paper #1 Due on Canvas by 12:30 pm

Tuesday, January 9th: Understanding Privilege and Oppression

Readings: "White Privilege and Male Privilege"

"Cisgender Privilege"

Wednesday, January 10th: Privilege and Difference

Readings: "If Men Could Menstruate"

Thursday, January 11th: Complicating Oppression

Readings: "Toward A New Vision"



Week 3

Monday, January 15th: No School

Tuesday, January 16th: Early Women's Feminism

Readings: "Declaration of Sentiments and Resolutions"

In class Film: Iron Jawed Angels

Wednesday, January 17th: Early Women's Feminism

No Readings

Film: Iron Jawed Angels

Thursday, January 18th: Second "Wave" of Feminism

Readings: NOW Statement of Purpose

In class Film: Makers: Part 1



Week 4

Monday, January 22nd: Third “Wave” of Feminism

Readings: “Becoming Third Wave”

Tuesday, January 23rd: Fourth Wave and Millennial Feminism

Readings: “Feminism in Waves: Useful Metaphor?”

Personal Reflection Paper #2 Due on Canvas by 12:30 pm

Begin discussion of your Zine project due at the end of the quarter

Wednesday, January 24th: Eating Disorders

Readings: “Beating Anorexia and Gaining Feminism”

Thursday, January 25th: Fat Shaming

Readings: “Is Fat a Feminist Issue?”



Week 5

Monday, January 29th: Dress Codes in Schools

Readings: “Every Reason Your School’s Dress Code is Probably a Sexist Mess”

Tuesday, January 30th: Negotiating Beauty Ideals

Readings: “What We Do for Love”

Wednesday, January 31st: Media and Sexism

Readings: “Everyday Sexism Project – Chapter 6”

In class Film: Miss Representation



Thursday, February 1st: Media and Sexism

No Readings

Film: Miss Representation

Personal Reflection Paper #3 Due on Canvas by 12:30

Week 6

Monday, February 5th: Music and Feminism

Readings: Songs of Aggression – The Nation -

<https://www.thenation.com/article/songs-of-aggression/>

Tuesday, February 6th: Media Power?

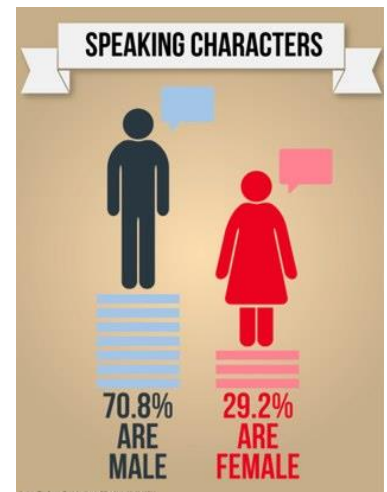
Readings: “Enlightened Sexism”

Wednesday, February 7th: Wrap up and Review for Exam

Your Exam is on Canvas and will open after class.

Exam #1 is due by Friday, February 9th by 11:59 pm

Thursday, February 8th: No School – Start brainstorming Zine ideas



Week 7

****Commence binge-watching of the Handmaid’s Tale****

Monday, February 12th: Slut Shaming

Readings: The Long-Term Effects of Slut Shaming

<https://www.bustle.com/p/the-long-term-effects-of-slut-shaming-64302>



Tuesday, February 13th: Slut Shaming and Politics

Readings: "We Are All Sluts Now" - <https://www.usnews.com/opinion/articles/2017-10-12/harvey-weinstein-birth-control-abortion-and-slut-shaming-american-women>

Wednesday, February 14th: The Right to Choose

Readings: "Freedom to Choose?"

Thursday, February 15th: Complicating Reproductive Rights

Readings: "From Rights to Justice"



Week 8

Monday, February 19th: No School

Tuesday, February 20th: Handmaid's Tale

Discussion Questions/Reflection Due

Wednesday, February 21st: Handmaid's Tale

Thursday, February 22nd: Problematizing Marriage

Readings: "Marriage and Love"

Personal Reflection Paper #4 Due on Canvas by 12:30 pm



Week 9

Monday, February 26th: Gendering Parenthood

Readings: "Will Marriage Equality Lead to Equal Sharing of Housework?"

Tuesday, February 27th: Gender-Based Division of Emotional Labor

Readings: "Women are Just Better at this Stuff"

<https://www.theguardian.com/world/2015/nov/08/women-gender-roles-sexism-emotional-labor-feminism>

Wednesday, February 28th: Sexism in the Workplace

Readings: "Sexism in the Workplace is Worse than you Thought," <http://www.usatoday.com/story/money/2016/09/27/lean-in-study-women-in-the-workplace/91157026/>

Thursday, March 1st: The Old Boys Club

Readings: "Power Plays"

Personal Reflection Paper #5 Due on Canvas by 12:30 pm



Week 10

Monday, March 5th: Rape and Sexual Assault

Readings: "The Power of Myth"

Also Watch: https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

Tuesday, March 6th: No School – Work on your Zines!

Wednesday, March 7th: Rape and Sexual Assault

Readings: "Not-So-Innocent Bystanders"



Thursday, March 8th: Rape Culture and College Campuses

Readings: "Sexual Assault on College Campuses"

Week 11

Monday, March 12th: Zines Due – Bring copies to share

Tuesday, March 13th: Resistance to Feminism?

Readings: "Fear of Feminism"

Wednesday, March 14th: #METOO

Readings: "The Movement of Me Too" -

<https://www.theatlantic.com/entertainment/archive/2017/10/the-movement-of-metoo/542979/>

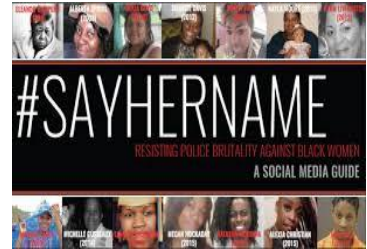
"The Glaring Blind Spot of the Me Too Movement" -

<https://www.theatlantic.com/entertainment/archive/2017/11/the-glaring-blind-spot-of-the-me-too-movement/546458/>

Thursday, March 15th: Contemporary Feminist Activism

Readings: "Black Lives Matter: Why Black Feminism?"

<http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1074&context=fgv>



Week 12

Monday, March 19th: Wrap up and review for Exam 2

EXAM #2 is due by 11:59 pm tonight!

