

## **Cultural and Ethnic Studies 109:**

### **Introduction to Women's Studies**

**Instructor: Kimberly Pollock**

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**Office: A 200 D      Office Hours: 10.30-11.20 held on Mondays, Tuesdays, Wednesdays and Thursdays, outside of R101 and by Appointment, or online meetings.**

**Phone: 425.564-3082 Calling is not recommended; use email to contact me.**

#### **Required Texts:**

- ***The Feminine Face of God***, Sherry Ruth Anderson
- ***There Once Lived a Girl Who Killed her Sister's Husband and He Loved Himself: Love Story***, Ludmila Petrushevskaya
- ***Kitchen***, Banana Matsumoto
- ***Kindred***, Octavia Butler, *the Graphic Novel edition*

#### **Course Description:**

This course will employ a feminist analysis of the construction and enforcement of gender differences and gender inequalities in various contexts. Emphasis will be placed on the intersection of race, class, sexuality and nationality in the lives of women. Topics include feminist theory, motherhood, popular culture, sexual autonomy, racism, and activism in the United States.

This course is designed to explore the role that gender, plays in our social, economic and political structure. Through readings from sociology and literature, will look at how this master construct forms culture.

#### **Instructor's Philosophy:**

I strongly believe that each of us is responsible for what happens in this classroom. Students are just as capable of making a class great as the instructor. We are studying communities and cultures, and in the process we are also creating a new community in our own classroom. We are all still striving, still learning. The key to a successful class is mutual responsibility. We all have a myriad of valuable insights to

offer. I will expect each of you to be committed to the course, just as you will expect commitment from me. I am excited to learn with you. It is my hope that we can have a fun, enriching quarter. Therefore, expect to do a good bit of work, and plan on participating fully in class.

## **COURSE OBJECTIVES**

To develop interdisciplinary connections while exploring the sources of identity and intercultural conflict.

- To develop teamwork and collaborative skills while cooperating in an intellectual endeavor; to investigate ideas together, respect others' insights and opinions, and develop areas of consensus and agreement.
- To develop self-reliance and responsibility for one's own learning: taking initiative, following up ideas and intuitions, evaluating one's own progress, and developing learning goals.
- To learn methods of discussion and discourse of a controversial and complex topic.
- To develop critical reading skills; to be able to understand, and weigh the strength and weakness of, an author's argument.

## **Tests, Projects and Papers:**

- Each student will also turn in 1-page Response paper on the readings, films and discussions of the week every Sunday. There will be a total of 10 weekly papers. Each paper will be worth 10 points, totaling 100 points and will be turned in on canvas.
- Each student will create a five (5) item annotated bibliography on a choice of topics outlined on the assignment sheet. This Major Class Project will be due just after midterm and will be worth 100points.
- Each student will receive a total of 100 points for participation.
- Each student will turn in a final exam essay online.

## **Final Grade Configuration:**

Weekly Response Papers	25%
Major Class Project	25%
Participation	25%
Final Exam	25%

## **Hints for Class Success**

### **Disclaimer:**

This is a heavily dialogue-based class and you will be graded upon your participation. There will be few if any lectures and you will not be required to memorize things as much as to analyze the many aspects of the issues discussed. Many of these issues will be controversial and do not have one correct answer. Often class dialogues will begin with open-ended questions meant to get at a deeper understanding of the content being discussed. Don't be discouraged if a classmate or even the professor raises another question or theory that may point out the flaws of your own argument, this is all part of the process. The more we question ourselves the more we can understand. In order to be successful in this class you must complete all assigned readings and be willing to participate respectfully. If you cannot come to class regularly, or are simply looking to "coast" this is not the class for you.

### **Dialogue vs. Discussion/Debate**

Dialogues require the use of logical arguments and concrete facts instead of personal opinions or experiences. Valid arguments are based on premises (much like the scientific "if-then" method of reasoning).

For Example: If the secession of the southern states in 1860 was intended to protect those states from the economic oppression of the northern states, then it follows that the issue of slavery during the American civil war was not one of morals but one of economics. And if the economic backbone of the southern states was the system of slavery and, many of the southern states were part of the economic backbone of the country as a whole, it makes sense to say that our nation's earliest economic system was based on the oppression of people based on the color of their skin.

### **During class dialogues you will be expected to:**

- Be prepared. This is not a bull session. If you aren't prepared, please don't participate.
- Articulate the concepts and principles of the issue(s) in question
- Refer to the text when needed during the dialogue
- Reframe from relying on personal anecdotes
- Ask for clarification when confused

- Stick to the point under discussion. You can make notes about ideas you want to bring up later.
- Speak clearly and loud enough for everyone to hear
- Listen carefully and respectfully
- Engage your classmates in the dialogue, not just the teacher

Remember, class dialogues are not a test of memory and you are not simply “learning a subject.” Here your goal should be to broaden your understanding of social issues we all face.

Want to check on your success in this class? Here’s a cheat-sheet of things to consider during class dialogues

### **Did I...**

- Come to class?
  - Prepare?
  - Speak clearly and loudly?
  - Cite reasons and evidence for my statements?
  - Listen respectfully?
  - Stay on point?
  - Talk to my classmates and not just the professor?
  - Paraphrase accurately?
  - Ask questions to clear up confusion?
  - Support my classmates?
  - Avoid hostile exchanges?
  - Raise questions in a civil manner?
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- [Academic Success Center - Bellevue College \(Links to an external site.\)](#)
  - [Current Students Menu - Bellevue College \(Links to an external site.\)](#)
  - [Library Media Center @ Bellevue College \(Links to an external site.\)](#)

### **Writing Guidelines:**

- Twelve-point sized Times font, double-spaced
- 1" margins all around

- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies are not counted as pages due
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- 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.’
- Avoid the universal “we”, “our”, “us” – ask yourself: Can I speak for everyone? If you cannot, do not write it. Also avoid phrasing such as “nowadays...” and “since the beginning of time.” Be accurate. Know what you’re writing and why.
- Do not ever use Wikipedia, CliffNotes, or other such encyclopedic references. Wikipedia is not peer-reviewed and therefore unreliable. Do your own research. If you’re going to research online (which is absolutely encouraged and totally legit), make sure you understand what you’re looking for. Do a deep dive into the internet to find your stuff.

## **Your work is evaluated on:**

### 1) Content

1. Fulfilling the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You’re expected to go the extra mile.
2. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
3. Flow of thought throughout the paper, with strong analyses and conclusions.

### 2) Writing Style

1. Clarity of thought.
2. Good organization and attention to detail.
3. Persuasiveness of your argument/s.
4. Creativity. Make it an interesting read!
5. Command of the English Language
6. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It really helps.
7. Dude, like totally don’t write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. J

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

1. You do not cite quotations and/or attribute borrowed ideas.
2. You fail to enclose borrowed language in quotation marks.
3. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
4. You turn in work created by another person.
5. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
6. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

**Grading Scale:**

Please use the following to help explain the grade you're given for a given assignment. Please do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open and I'm always happy to go over grades with you.

**A: 94-100**

**A-: 90-93**

**B+: 87-89**

**B: 84-86**

**B-: 80-83**

**C+: 77-79**

**C: 74-76**

**C-: 70-73**

**D+: 67-69**

**D: 64-66**

**D-: 60-63**

**F: 59 and below**

**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. (NOTE: A "D" and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

### **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 (Title IX)**

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.



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

## **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication 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 Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code \(Links to an external site.\)](#)

***[If you plan to use a plagiarism checking service, you should indicate so in your syllabus. Please make sure your penalty for plagiarism does not contradict official college policy. You may find it simplest to not specify a penalty and simply refer all cases to the Dean for investigation. Incident reports can be filed at <http://www.bellevuecollege.edu/reportconcerns/> (Links to an external site.)]***

## **Important Links • Bellevue College E-mail and access to MyBC**

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email \(Links to an external site.\)](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk \(Links to an external site.\)](#)

### • **Disability Resource Center (DRC)**

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 [Autism Spectrum Navigators \(Links to an external site.\)](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center \(Links to an external site.\)](#) for application information into our program and other helpful links.

### **Accessibility**

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so

that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## • **Public Safety**

### **Public Safety and Emergencies**

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration \(Links to an external site.\)](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

### **If a major emergency occurs, please follow these three rules:**

**1) Take directions from those in charge of the response** -We all need to be working together.

**2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

**3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety \(Links to an external site.\)](#) web page for answers to your questions.

## • Final Exam Schedule

[Final Exam Schedule \(Links to an external site.\)](#)

## Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar \(Links to an external site.\)](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar \(Links to an external site.\)](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

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## **Course Outline and Schedule (Subject to Change)**

**Assignments are always due by midnight**

**Do not work ahead more than one week**

### **One last thing:**

There are going to be times in this class when you feel uncomfortable. That's okay; a certain amount of discomfort can be conducive to learning. However, if you ever feel unsafe or threatened please let me know so we can try to work it out. The classroom should be a safe place for everybody.

If you have a documented disability that will require some type of accommodation, please contact me as soon as possible so that we can make whatever arrangements necessary.

My office hours are for your use. Come and see me any time you have a question or a problem with the course or your work.

I am looking forward to this quarter, and hope that we can do good things together.