



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: PHIL 103 WB1, Men, Women Issues

Semester and Term: Spring 2014

Day and Dates: Wednesdays 2/19/14 – 3/19/14

Time: 6pm – 10pm

Campus Location: Waterbury

Course Description:

A discussion of gender differences and sex equality. The course critically examines topics such as sexual harassment, comparable worth, monogamous marriage, prostitution, and rape. These topics are examined from a variety of perspectives, including conservatism, liberal feminism, traditional Marxism, radical feminism, and the care and justice outlooks that Carol Gilligan has identified.

Prerequisite Courses: ENGL 101

Course Code: HUM, LA

Instructor & contact information:

Instructor: Colena Sesanker

Email: csesanke@bridgeport.edu

Required Textbook:

Disch, Estelle, ed. *Reconstructing Gender: A Multicultural Anthology*. New York, NY: McGraw Hill, 5th ed. ISBN: 9780073380063

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>

Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of the course you should be able to:

- Identify and compare various theories of gender. (Sameness, Difference, Dominance, Post-Modern etc)
- Identify facts supportive or contradictory of the various theories of gender. We will consider the contributions of recent research in psychology, anthropology, sociology and biology
- Identify and compare various analyses of what oppression consists in
- Demonstrate knowledge of the role of gender in society and borrow concepts from feminist theory to evaluate relationships between other social groups.
- Articulate your personal views on male/female relationships based on a balanced and insightful analysis of current literature in a final paper.

First Assignment Prior to the First Class:

Read : Disch, *Reconstructing Gender*, pp 31-99. Choose one of the essays to write on.

Submit:

1. a type-written academic journal entry on your reflections on the selected reading. (Don't worry. There will be more guidance and more to draw from for future journal entries.)

And:

2. In addition to your reflections on the required readings, develop responses to the following questions:
 - 1) How important is your own male or female gender to your personal identity as a human being?

- 2) How would you describe its significance in terms of the various dimensions of your life (family, work, etc.)?

It is expected that journals will substantively refer to the content of one of the assigned essays and provide relevant indirect quotes and references to page numbers in the text. Journals should be typed in academic format, 12pt Times New Roman, double-spaced, 3 pages.

Last Assignment due on the last day of class: Wrap-up Paper 5%

This 2-4 page paper is due on the last day of class. Thinking about the following questions may help you complete the paper:

- What meant the most to you?
- What challenged you, stretched your mind?
- What aspect touched you emotionally?
- What elements will have a lasting impact?
- Will your relationship with others be different? How?
- Are you different as person 'in some way'? How?
- What is your personal view on gender relations (make use of the theories and facts presented in class) and how has your perspective developed through your learning experience during this course? Express any emotions, insights or comments that are present as we conclude the class.

Take home 'Quizzes': (5% of total grade)

We do not have a traditional text but rather an anthology of personal narratives. Every week, however, various theories and terms will be introduced during our class time. I will ask that you take at least one of these terms, concepts, or theories, explain or define it and provide an example of a situation in which the concept is relevant.

This can be integrated into your reflection journal if you find it relevant to the reading to which you are responding.

Or it can be a short (just a few sentences) answer separate from the journal entry. Just be sure to make it clear that you have done so.

Assignments:

Your Grade

	Total Points
1. Weekly Reflection Journals (5x15)	75
2. Weekly take-home 'quizzes' (5X1)	5
3. In class group work/class participation	10
4. Presentation	5
5. Wrap up paper	5
Total Possible Points	100

Description of Weekly Sessions:

Course Topics:

Session One:

Introduction

Readings:

Syllabus

Part I Disch: p.31-106

Discussion of Oppression and Social Construction

Session Two:

Gender Socialization

Embodiment

Readings:

Selected Readings from Parts II & III Disch

Handouts on Sameness approach

Session Three:

Communication

Sexuality

Readings:

Selected Readings from Parts IV & V Disch

Handouts on Difference approach

Session Four:

Families

Education

Readings:

Selected Readings from Parts VI & VII Disch

Handouts on Dominance approach

Session Five:

Paid Work

A World That is Truly Human

Readings:

Selected Readings from Parts VIII & XI Disch

Course Format:

It is expected that all students complete the required reading before each class and write a response journal on the article of their choice. Because philosophy is something that we **do** rather than learn, and because we all contribute to the learning process, students should be prepared to present for discussion their position on the subject if called upon. Each student will be required to present the arguments in their pre-class papers to the class at least once.

In addition to discussion, I will provide some instruction concerning various feminist theories and concepts. Students are also responsible for this material and are encouraged to use the theories and concepts to analyze the narratives in our text.

The topic of gender issues is very broad. This semester we will address the issues from this perspective:

We all inhabit many different roles over the course of our lives. At least some of these roles are a function of power relationships between various social groups. Such relations can be the breeding ground for oppression, exploitation, etc. This course will focus on exploring the roles we play and could play. We will ask ourselves:

To what extent do I choose the roles I play?

Do any of these roles dehumanize me in some way?

Do any of these roles facilitate my freedom?

If I can identify problematic roles, what can be done?

What might it mean to be simply (and fully) *human*?

We will make use of concepts and constructions in Feminist philosophy in order to explore the extent to which the roles we play in life (gender, class, race etc) facilitate or hinder our freedom, identity and self-expression. Though this is a philosophy course, our text is a sociology text. The aim is to immerse ourselves in the narratives in the text and to see if we can explore different ways of being, different possibilities for ourselves; if we can come to a richer understanding of our place in the world and what a *just* society might look like. We will discuss ways of recognizing oppressive situations and discuss our responsibilities concerning such situations.

Grading Criteria:

Criteria specific to grading of journal entries

Weekly reflection journal entries should be written in response to a particular chapter assigned for the week's reading. They may also, alternatively, be on the topic of one of our key terms, using resources from our readings as support. They should demonstrate that the student has taken the time to engage with the text.

Ideally, journal entries will display the student's increasing ability, over the course of the semester, to use the theories presented in class as tools to analyze the narratives or other situations about which they write.

Journal entries will receive a grade of at least B or B+ if they

- Have been handed in on time (a hard copy delivered at the beginning of the class)
- Accurately represent the subject text: both factually and philosophically
- Include discussion that reveals an understanding of the text and a wish to extend that discussion further. Reference to the text should be provided as evidence.
- Contain a clear thesis and support for that thesis.

1. Entries that go above and beyond the bare requirements are A or A- papers. These entries will meet all of the requirements above but also will
 - Not only accurately depict the text but also show evidence of deeper analytical thinking but providing a strong case for positions asserted by reference to the text,
 - Show understanding of how other areas of study or theories may connect to the issue at hand
 - Pose good questions or strongly supported criticism of the text
 - Apply the material to situations in everyday life/ propose novel applications for any insights provided in the theory.

2. Entries which do not meet the minimum requirements above will receive grades of B-, C+, C, C- or D. These papers may
 - Be late or significantly less than the goal length of three pages
 - Not contain a clearly discernible thesis
 - Lack support from the text or misrepresent the author
 - Contain only opinion without any attempt to provide a genuine argument

[Grading criteria developed with guidance from C.Phillips' criteria as adapted from J.Hauer and from Joel Feinberg's "Doing Philosophy"]

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his

findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu

Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243