



EDST 454/458 / 554: EO: Patriarchy
Winter 2020

POLICY STATEMENTS TO BE INCLUDED IN EACH SYLLABUS. Please note that the policy statements *must not be altered* as they reflect University of Oregon, College of Education policies.

Graduate Employees (GE) in graduate level courses

If you are concurrently taking any courses with the GE assigned to this course, please let the instructor know. The GE will not be involved with any review of assignments for students in this course who are taking other courses concurrently.

EDST 454 Equal Opp: Patriarchy [22170/ 22173](#) (3CR) (+1CR EDST 458 Equal Opp: Observ)
EDST 554 Equal Opp: Patriarchy CRN 26941

- Winter 2020 Monday and Wednesday 2-3:20 in 189 PLC
- Instructor: Deanna Chappell Belcher deannacb@uoregon.edu
- GE Office 124 Lokey – Office hours Wednesdays or by appointment

COURSE OBJECTIVES Students will:

1. Examine and analyze literature relevant to the history of patriarchy
2. Examine factors that intertwine with patriarchy
3. Examine, analyze, and synthesize literature and theories, which examine patriarchal norms
4. Examine the effects of global trends in treatments of gender
5. Examine gender hierarchy in various media
6. Examine how patriarchy, in combination with other structures, such as, globalization, neoliberalism, neocolonialism and nationalism affect educational policy and practice.
7. Identify how institutions, such as schools, engage in institutional sexism
8. Analyze current issues in education, gender and politics and engage in self-reflection and implicit biases awareness activities
9. Become familiar with the ways in which patriarchal values are policed and enforced.

Deanna's Extra-Special COURSE OBJECTIVES: Students will:

1. Have fun working collaboratively together (as teachers do!) and reading the latest in young adult feminist literature
2. Practice finding and evaluating books that they might want to use with their classes in the future

3. Flex their creativity muscles in a fun creative product, AND put their knowledge out into the “real world” to benefit other teachers
4. Reflect upon their own learning by thoughtfully looking back and writing a “final paper” synthesizing their experiences and learning moments in the term.

Student Engagement Inventory

Educational Activity	Hours student engaged U/G	Explanatory Comments
Classroom Engagement	30	Hours in class together
Engagement with theoretical text	30 / 50 ← grad students 1-2 page reflection per chapter	Carefully Reading Manne (3 hrs / ch including intro & conclusion)
Reading club	8 + 6	Reading + meeting
Final Project: Review	7	
Final Reflection	5	Outline / draft / revise / proof
Total Hours	90 / 120	
Field Experience	30	At least 25 in classrooms; 5 may be at events listed On Canvas Announcements

	MONDAYS: Engagement with theoretical text (Manne, 2018)	WEDNESDAYS: BOOK CLUB WORK! YA Feminist Fiction
Week 1	Jan 6: Introductions & Combahee River Collective ** Come with your favorite passage / sentence / words from the statement, written on a separate piece of paper **	Jan 8: Any general questions about the syllabus Discussion / Introduction to DOWN GIRL <i>How is Manne going to help us critically read YA fiction?</i>
	3:00 Jeanne visits class to talk about field placement	** Pre-Reflection due Friday 1/10** on Paper
Week 2 1/13&15	Introduction to concept of the book club & YA fiction Preview of Final Project Read: What makes a good YA book? And think of your own criteria; be ready to discuss with: GUEST SPEAKERS!	Jan 15: Making book club groups (3-4 people) and schedule your meetings Discussion of Book Club participation and peer evaluations ** Bring a book ** Young adult feminist novel

Week 3 1/20&22	Jan 20 Dr. King's Birthday	Preview of Making a Rubric – what we will be doing in class!
	No School	HW: Meet to discuss book 1
Week 4 1/27&29	Defining Patriarchy – Misogyny – Sexism – Examples from Manne	Continuing to Create our Rubric for YA Feminist Fiction
	Read Intro & Ch 1 of Down Girl	HW: Meet to discuss book 2 Read articles about making rubrics!
Week 5 2/3&5		
		HW: Meet to discuss book 3
Week 6 2/10&12		
		HW: Meet to discuss book 4
Week 7 2/17&19	2/17 – D out of town Guest GE Jimmy Snyder!	** Peer Evals due 2/12 ** Canvas
		HW: Working on your project
Week 8 2/24&26		
		HW: Working on your project
Week 9 3/2&4	** Book Reviews due 3/9 ** In Class	
		HW: Working on your project
Week 10 3/9&11		
		HW: Working on your project
Finals Week 3/16-20		
		** Post-Reflection / Final Paper due 3/20 ** Canvas

Reading Materials

Required Text (available at UO bookstore, or wherever you get your reading material):
Down Girl: The Logic of Misogyny by Kate Manne (2018)

Additional Required Readings

Week 1: *Combahee River Collective Statement*

https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf

Also available on canvas as pdf

Week 2: What Makes a Good Feminist YA Book?

<http://www.teenlibrariantoolbox.com/2019/03/feminist-af-what-makes-a-ya-book-a-feminist-ya-book/>

Weeks 3-10 will include additional articles or chapters, depending on what we feel is needed to complement Manne and to ground our Book Club reading in an intersectional analysis – this will include readings from women feminists of color, queer and trans feminists, and other amazing border crossers, past and present. As a teacher, sometimes it is impossible to know ahead of time what your class will need.

Week 4: Rubrics!!

Designing Grading Rubrics From The Harriet W. Sheridan Center for Teaching and Learning at Brown University: <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics>

Grading Components and Criteria (e.g., weight in grading, and how they will be evaluated)

Attendance: Priceless.

Presence: Priceless.

Pre-Reflection: (25 POINTS)

This less formal writing assignment is a chance for you to really get ready and get psyched for this term. This class can be truly awesome if we all bring ourselves to it. Your pre-reflection can be typed or hand-written (as long as your handwriting is legible) and is not evaluated on spelling, grammar, etc, but is evaluated on how hard you are thinking about the topics we are going to be wrestling with. There will be a page requirement. When I make a page requirement it is because I truly believe that you cannot do what the assignment requires in fewer pages. I will not accept rambling repetitive nonsensical page filling junk, only real thinking. (approx. one hour to complete; two hours for grad students, whose pre-reflections would include more scholarly references to past learning, reading, etc)

Book Club Participation: (25 POINTS TOTAL = 10 points for evaluating your peers + 15 possible points from your peers' evaluations of your contributions)

Your participation in the book club meetings will be evaluated by your peers, and you will evaluate theirs. (approx. 14 hours of involvement: 8 hours to read four YA novels, and six hours of meeting; three extra hours for grad students who will do additional preparation for book club meetings)

Final Project: (25 POINTS)

This final project is going to be **epic** and everyone needs to put 37 points worth of effort into it (whatever the heck that means)! We are going to do book reviews that we will then put out in paper form and online for the use and enjoyment of middle and high school teachers! (approx. 6 hours of involvement: This is NOT a last minute project. From conceptualization to sketches to notetaking to drafts to layout to final, plus not doing the final version at the last minute ((to give space for last minute tech problems, snafus, dog eating, etc.)). This should take six hours over the course of five weeks at least! Grad students will have three extra hours to help get the final product ready for teachers and the public!)

Final Reflection: (25 POINTS)

Your final reflection is evaluated on how well you write it and how well it reflects your learning this term. Mostly, that you have engaged with this term's material – the theoretical parts, the YA books, the public project, and discussions with your peers. This reflection should make it clear, in an organized and readable way, how far you

have come since your pre-reflection questions. You will use citations from the readings, examples from class discussions, and bring in the characters from the novels and their struggles, to form a cohesive and – dare I say – brilliant representation of your wrestling with concepts of misogyny, patriarchy, sexism, feminism, etc. this term. Extra credit if your paper makes me tear up. *For realz.* (approx. four hours of involvement: Approach this as a “real” paper – as reflection papers are, in fact, “real papers.” You will think about what you want to say, brainstorm, jot down ideas, outline, draft, maybe draft again, revise, edit, proofread, and THEN submit on canvas.)

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

Indigenous Recognition Statement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren’t using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone’s gender can be hurtful, especially to

members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns>

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Instructor Reporting Status

I am a student-directed reporter. If you talk to me about any harm you have suffered, I will help you in any way you wish me to. If you talk to me about potentially harming yourself or others I must report that in order to ensure you get the help you need right away.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity, Lillian Duran, 541-346-2502, lduran@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>