

## W2 Course Review Form

Type responses in the form, & copy & paste in or forward attachments for the following:

- A) *course requirements/policy statement* (to check for telling students the course is a W2, that developing writing skill is a course goal, & that at least 30% of the course grade is based on writing) The list of course goals or learning objectives in the syllabus should include something about “developing writing ability,” either stated globally or as more discrete writing skills.
- B) *syllabus/course outline* (to check for instruction in writing, writing assignments that allow for student communication skill development)
- C) *sample assignment* (directions, support documents like a rubric, something that showcases how you teach writing)

Note: Faculty teaching W2 courses should indicate that the IDEA goal about developing skill in written or oral communication is either “important” or “essential.”

1. Course Acronym, Number, & Title:

GSS 2358 Perspectives on Women

2. Instructor Name:

Heather McGovern, Writing and FRST, GENS

3. Instructor Program/School:

4. **A minimum of 30% of the students’ final grade** should be based on the quality of their writing (**required for a W2**). Students should complete an adequate quantity of writing of sufficient difficulty that they can reasonably be expected to improve their skills. At least some writing should normally be completed by individual students working on their own, although some writing may also be completed by students working collaboratively. Consider assignments you may include in one of these categories in terms of student time/instructor expectations/weight of grade:
  - a. low stakes (e.g., journals, blog entries, online posts, in-class writing)
  - b. middle stakes (e.g., reading responses, summaries, annotated bibliographies)
  - c. high stakes (e.g., research papers, final projects, formal oral presentations with multimedia support, multimedia projects, resumes)

What writing assignments will be given & how will they be weighted in the grade?

60% of a student’s grade is based on writing—writing is also completed, but not counted here, in the short answer and essay exams that are another big chunk of a students’ grade in the course.

**Response papers.** Students will write at least 9 papers, 1.5-3 pages 25% long.

2 Short papers, 5 pages 20%

Activist Service Learning Project (individual journal entries, 5%;  
individual paper 10%) 15%

Total pages:

Response papers, 9 x 1.5 min., 13.5 pages

4 reflection journals x 1 pg. min, 4 pages

Short papers, 2 x min. 5 pages, 10 pages

Individual papers, 3 pages min, 2

Final reflection, min. 3 pages, 3

**Min, 33ish pages of writing per student**

### Low stakes:

**I. *Nine response papers.*** These are 1.5-3 page papers in which students “1) Select something of interest in the reading/led talk/online video clip/event: a concept you found useful, a question you want to explore, or something relevant in your own experiences that you want to relate. The study guide for each chapter will include a list of potential questions you might answer for your response papers if you find those useful. 2) Use critical thinking skills to synthesize and analyze: synthesizing means making connections to other readings and/or your own life experience and/or things you’ve learned elsewhere. Analyzing means breaking down the meaning, looking for hidden layers of meaning or depth of understanding.”

The typical student would write at least 9 of these papers (minimum of 12ish pages)

A mini-lesson early in class will explain the assignment, then mini-lessons will be provided 2-3 times, in class, as the semester goes on, to help students learn from common problems with the reading responses. For instance, I always go over that they are not a rant or rave—a time to uncritically love a reading or hate a reading—but they are meant to show students engaging critically and analytically with the ideas in the readings. I also always need to go over common sentence errors, like sentence fragments, capitalization, apostrophes, and semicolons. I also post to Blackboard Power Point slides that review common writing problems, from needing to use transitions to commonly confused words.

### **II. *Service learning journals, proposal, progress reports.***

Students complete reflections related to their service learning projects, such as these

examples. Students will complete at least 4 such reflections, each at least one page long, such as the following:

*Pre-Service learning reflection #1.* Please respond, in at least one double-spaced page of writing, to the questions below after you have had the service-learning orientation.

1. What questions about service learning do you have?
2. What's your gut response to service learning--are you excited, anxious, undecided?
3. Imagine what you hope to achieve through participation in a service learning project.

*Service Learning Reflection #4:* What is the biggest challenge you face at this point in terms of successfully completing your portion of the service learning project?

1. What are you most proud of so far in your work on the project?
2. How, if at all, do you see your work for on the project connecting to what we learn about in class?

*Final Service Learning reflection* (minimum of 3 pages):

1. What was your view of service-learning before you began the project?
2. Will you do activist work again in the future? Explain.
3. How has your experience changed you?
4. How does the world benefit/fail to benefit from your service?
5. Explore how what you've been learning in this course and what you've been seeing through your service connect, or fail to connect. This portion should be several paragraphs long and should cite readings from the textbook that you find relevant.

### **Middle/high stakes:**

- I. **Two short papers**, 5 pages. Students are provided with a lesson when the assignment is introduced, then written comments and rubric feedback from the instructor. Detailed feedback is provided with a particular goal of helping students improve their thinking and writing for the next short paper.
 

*Short Paper One:* Find an ad from a U.S. source about which you could argue that women are presented in a way that most or some women/men would find objectionable or that sends an unhealthy message to women/men or about women/men OR find an ad in which women are portrayed positively. Then, find an ad from a global source, targeting people in another country, to which you can compare and contrast your U.S. ad. It will likely help to do a bit of learning about the source and likely audience for each advertisement (who are the main readers of the magazine/newspaper or main viewers of the web content?)

  - A. Describe the ads and the audiences for them (from the magazine and from the product or message in the ad) in detail in your first paragraph. Also provide either a thesis or a forecasting statement if you plan to delay your thesis until your conclusion. Your thesis

should take a stance on part(s) of the ad and their positive or negative portrayal of women—it should connect to the our readings and films in some way. You may need more than one sentence to communicate your thesis.

- B. In your second paragraph, (or several paragraphs, as needed) explain why the presentation is objectionable or problematic or positive, in as much detail as you can. Use terminology and description of the ad and from our book and film as much as you can. As you compare your ads, remember that a compare/contrast paper can be organized by ad (ad one, body editing, ad one, objectifying, ad one, normalizing big breasts then ad two, body editing, ad two, objectifying, ad two, not normalizing big breast) or by issue: objectifying: ad one, ad two. Body editing: ad one, ad two. Breast portrayal: ad one, ad two. In either case, the intro, conclusion, and transitions need to do a great deal of work in explaining what we can learn about our own and global cultures from ads and the potential impact of the kinds of ads you found.

A good short paper will be at least 5 pages long, double spaced in proper APA (or MLA) manuscript format in 12 point font. Your paper will be graded for the following:

- how well it follows directions
- the specificity of your description
- the depth and specificity of your analysis
- development of your thesis
- an interesting and arguable thesis, one that matters to the readers of your paper (has a so what?)
- the quality of its organization(transitions between paragraphs and paragraph focus)
- quality of title, introduction, and conclusion
- its use of standard edited English (good punctuation, good spelling, proper word choice)
- its use of clear, concise language in an appropriate tone and style
- its use of APA manuscript format (or MLA), citations for paraphrased and quoted information and works cited/reference page.

Your grade will mostly reflect your analysis, so think hard. A good paper will include specific paraphrases or quotations from the film. A good paper will also synthesize some of the readings and textbook portions of the book, and/or some of our Ted Talks, common sense media videos, etc. Remember to cite these and your ads correctly in the text of your paper and in the works cited or references page.

### *Short paper two*

#### Goals:

- Learn about sexual scripts through an analysis of gender performance
- Analyze issues facing women by exploring them through a paper in which you synthesize multiple sources of information and conduct your own observation and analysis
- Become more aware of global gender issues by comparing sexual scripts in the U.S. to those in another culture

- Develop writing skills

### Instructions

- 1) Watch *Osama*. As you watch, think about a gender-bending movie (in which a character has tried to pass as the opposite sex) about American characters and life, such as *Tootsie*, *She's the Man*, *Just one of the Guys*, *Mrs. Doubtfire*, *The Nutty Professor*, or another such film and consider what you learn about the opposite sex in a society from watching such a gender performance. Such movies often depend heavily upon the gender bending character enacting an exaggerated version of a culture's sexual script in order to pass as the opposite sex.

While you watch, take careful notes about **how gender is performed and issues relating to power, privilege, social norms, violence, or other women's studies or feminist issues.**

Then, write a 5 page paper in which you

- A) Get our attention and introduce the movie, briefly summarizing the plot in no more than four sentences in the intro.
- B) Have a thesis in the intro that focuses on what you learn about women's experiences, gender expectations, and/or issues facing women (and global issues, race, class, or other power and privilege, if you wish and applicable). Your thesis should not be summarizing the film. Stating something obvious about the film and its connection to class will not get you as high a grade as a deeper or riskier statement. If you want to connect the film to other films or books, etc, you may, but you are not required to do so. Your paper will be more manageable if you have a very focused thesis that addresses, for instance, only gender expectations or only what we can learn about women and violence, rather than trying to cover too much ground.
- C) Develop that thesis in organized paragraphs, with transitions, that develop your ideas, supporting them with specific details from the film and from course readings and any additional research you do for this paper.
- D) Connect your ideas to the readings we've done in class. You should find yourself citing at least three additional sources (beyond the film), and preferably 5-7 (counting individual readings in the book, Ted talks, etc. each as one source). You are entering an ongoing conversation about gender and society, so show you've been listening to what others say and connect what you say to what they said, whether to agree, disagree, or elaborate.
- E) Have a conclusion that does more than summarize.
- F) Proofread for errors.
- G) Make sure you've correctly cited material in the text and in a works cited page.
- H) Follow MLA or APA document format.

\*Take particular that you don't summarize the movie OR organize your observations in the order in which they happen in the movie. Instead, organize your observations to support organized paragraphs about a thesis relevant to gender swapping in the movie. For example, one thesis for *Mrs. Doubtfire* would be that the male character learns to parent by developing more stereotypically female nurturing characteristics through pretending to be a woman and nanny.

**Individual service activism project paper:** Although we will work together on a class service-learning activism project, each individual student writes a 3-page paper (described below) that provides background on the issue.

Service Learning Issue Report Evaluation Rubric

Follows basic assignment guidelines:

- Individual, researched report on an issue we are trying to address in our service learning activism project
- 3 typed pages, double-spaced, 1 inch margins, 11 or 12-point font
- Valid reasoning demonstrates good judgment and an awareness of the topic's complexities

Includes required content:

A) *Issue*

- Paper clearly states the issue
- Paper clearly explains how or why it is a women's issue. Does it affect men, as well? Does it affect women, or particular women, disproportionately (age, socioeconomic class, race, geography, culture, religion, etc.)
- Where is it a problem? Is it also a state, national, or global issue? Is it different locally than in other areas?
- Are there any local community or campus resources that could address this issue, but currently do not? What are they? Why don't they currently address this issue?
- Paper clearly outlines the current campus and/or local resources directed to this issue (e.g. What are they? How do they address the issue? Are they effective? Why or why not? If no campus or other local resources exist, why do you think that is? What would need to exist to address this issue?)
- Paper clearly explains how this issue would benefit from feminist activism

B) *Plan for action*

- Paper includes a brief proposal that describes what kinds of action might address this issue: education, awareness campaign, political action, civic action, volunteer activities, etc.

**Includes appropriate evidence (research) and citation:**

- Paper includes concrete, specific, and appropriate evidence to support all claims
- Paper incorporates researched evidence (e.g. interviews, web research, journal articles, newspaper articles, readings from textbook, etc.)
- Any outside sources are used carefully and cited appropriately in MLA or APA format

Employs clear organization strategies/methods:

\_\_ Paper has a clear organizational format emphasized with the use of headings, subheadings, and/or transitions

\_\_ Each paragraph has a clear topic sentence

Demonstrates careful attention to writing/style

\_\_ The prose is clear, readable, and sometimes memorable

\_\_ It contains few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers

\_\_ It demonstrates fluency in stylistic flourishes (subordination, variation of sentence and paragraph lengths)

5. Explain how a **minimum of 15% of instructional time in class or online (minimum required for a W2)** will be spent engaging students in activities that are likely to improve students' writing; these activities might consist of student time-on-task through homework &/or in class. This is not a comprehensive list, nor need any class include all. *Best practice would be for writing to appear as a planned item for instruction on the syllabus, like other course content, indicated on the weekly or daily course outline.*

Mini-lessons will address writing of the reader reports and address issues of thesis, organization, support, style and correctness that apply to all writing for the class. Similarly, mini-lessons will address reflective writing, especially the need to provide specific supporting details and to be analytical and introspective. For the individual issue papers, mini-lessons in class will address how to conduct research into the issue, including using internet, library, and primary research, and integrate it into writing. Online and paper resources will be used to help with citations and common errors in punctuation, grammar, and word choice. Strong examples of responses will be shared to guide students.

Also, students will receive feedback on their writing—structure, content, and form—on their assignments through written and oral comments and rubrics, so that they can learn from mistakes and missteps and missed opportunities and improve their writing skill. In addition, students will provide each other with feedback on drafts of their first short paper.

Students will be provided with

- X clear, written assignment descriptions
- X instruction on aspects of writing through brief lecture/explanation
- X sample assignments (models)
- X instruction on aspects of writing through class discussion(s)
- X instruction on aspects of writing through assigned reading (in a textbook, handout, online)

- x rubrics (in advance of final grading) that indicate how work will be graded
- x constructive feedback from the instructor (oral or written) to all or most students on drafts of assignments in progress OR on assignments that will be repeated in the class (allowing students to use feedback to hone their skills)

6. On which of the following characteristics of student writing will you comment/grade?

Writing characteristic/skill	Provide instruction/ assign reading	Comment on/grade	Require student reflection about
Process: Invention (brainstorm/outlines/freewrites/ talking with others to generate or refine ideas)			
Process: Revision (how to draft, revise, proofread)			
Adapt communication to contexts (ELO x.1) (audience, purpose, setting, disciplinary & genre convention): ask students to practice communicating in more than one context or with diverse audiences (e.g., with K-8 students & college peers, with prospective employers & the teacher, with service learning partners & the teacher)			
Apply academic genre conventions (ELO x.1, 2.3, x.4), (summary, analysis, response, academic report, annotated bibliography, bibliography)	x	x	x
Apply professional genre conventions (ELO x.1, 2.3, x.4) (memo, letter, brochure, professional proposal, progress report, professional report,			



white paper, procedure, process, instructions)			
Apply disciplinary genre conventions (ELO x.1, 2.3, x.4) (lab report, disciplinary research paper, disciplinary literature review, disciplinary report)			
Summarize (ELO 1.2)	x	x	
Synthesize info from multiple sources (ELO 2.2)	x	x	x
Synthesize info to support the student's point (ELO 2.3)	x	x	x
Analyze data/ideas/arguments	x	x	x
Develop ideas (examples, support, logic)	x	x	x
Clearly state an appropriate thesis	x	x	x
Write effective introductions/conclusions	x	x	x
Apply organizational strategies (e.g., chronological, spatial, level of importance, logical connection, genre expectation) (ELO x.3)	x	x	x
Write paragraphs with one main idea & adequate support for that idea	x	x	
Integrate sources (paraphrasing/quoting/citing)	x	x	x
Integrate visuals (charts, graphs, photographs) (ELO 2.4 & 3.4)			
Integrate media (student-created multimedia assignments, oral presentations with supporting visuals, video clips) (ELO 3.4)		x	
Format documents, disciplinary (MLA, APA, lab report, disciplinary proposal) (ELO x.4)		x	
Format documents, professional (resume, report,			

poster, brochure, Power Point, memo) (ELO x.4)			
Apply more sophisticated style: sentence structure & length, subordination, coordination		x	
Write with appropriate formality, voice, & tone		x	
Use appropriate grammar (subject/verb agreement, pronoun reference) (ELO x.5)	x	x	
Use appropriate punctuation (commas, semicolons, apostrophes, etc.) (ELO x.5)	x	x	
Use appropriate syntax (word choice) (ELO x.5)	x	x	

7. Which will you ask students to use in this class?

**APA and/or MLA.**

- APA
- Chicago
- MLA
- Other:
- None

8. Please explain how you will comment on/grade student writing.

Students will receive typed or recorded oral comments on their work, plus completed rubrics. You can see the kinds of items that will be in the rubrics via the sample checklists and descriptions in the assignment samples provided above.

9. Note any other information the Advisory Council might find useful (e.g., if “page” is single spaced, how writing will be completed by students in groups, etc.)

Weird stuff happened with formatting when I copied and pasted the syllabus over—and details have not been updated that would be before I retaught the class—you can see the relevant portions to a W2, however, highlighted in yellow.

Syllabus: GSS 2358 Perspectives on Women

Dr. Heather McGovern, J109

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### Required Texts

*Women's Voices, Feminist Visions: Classic and Contemporary Readings, 5th Edition*, by Shaw and Lee.

### Course Goals

This class counts **towards** the General Graduation requirements as a **GSS** course in which students learn about Social Science (sociology, anthropology, political science, psychology, etc.) concepts in an interdisciplinary setting appropriate for any students, including students not majoring in the Social Sciences. **The course is also a W2 class in which students develop writing skills as a secondary focus of the class.** In addition, the course has an **I** attribute, required for all Stockton students for graduation, as students learn about multiple cultures and international issues.

The course is appropriate for any Stockton student, regardless of major, gender, or class standing. However, it also serves as the introductory course in the Women's, Gender, and Sexuality Studies minor.

In this class, you will hone your **critical thinking and social and personal awareness, particularly of issues surrounding women, gender, and sexuality**, through a significant **service-learning activism project** with a local organization. This **required** project will also serve as the activism component required for all Women's, Gender, and Sexuality minors. I have some project ideas available for students.

Course goals include significant components of five of Stockton's ten Essential Learning Outcomes:

- **Program competence**
- **Critical thinking**
- **Communication skills**
- **Global awareness**
- **Information literacy and research skills**

You will be able to do the following:

### **Program Competence**

- **Define** key terms and concepts in a field of study, e.g., Women's studies, feminism, sex, gender, sexuality and **demonstrate** mastery of program content through application.
- **Explain** representations of knowledge in a field of study and **analyze** key issues related to a field of study. Specifically, this means the following, in terms of Women's Gender and Sexuality Studies goals:

#### **Theme #1: Commonalities and Differences, Continuities and Changes in Women's Experiences**

Use the intersections of race, ethnicity, class, sexuality, marital and parenting status, age, religion, & nationality across time and place to critique multiple cultural and social sites, including households and families, paid work, and community or political realms.

#### **Theme #2: Gender and Sex**

Explain the social construction of gender and sex. Explain how gender/sex operates as a means of maintaining and defining power. Use gender/sex as analytical categories to critique cultural and social institutions and practices.

#### **Theme #3: Feminisms**

Explain various definitions of feminisms, including feminisms as ideologies for social change and a means of analysis in academic disciplines. Explain historical perspectives of social change movements in the U.S. and/or abroad. Develop an activist project as part of your coursework, which will become part of the minor portfolio.

### **Communication Skills**

- **Use communication strategies** appropriate for contexts inside and outside the classroom.
- **Apply synthesis** of multiple college-level texts in order to support your own points
- Clearly **communicate** main points and effectively **organize** ideas.
- **Use** delivery skills appropriate to a given context
- **Use** standard edited English with relatively few errors or major patterns of errors.



## Critical Thinking



- **Recall information** you have studied and discussed, apply concepts, principles, and theories to new situations, and create something new
- **Analyze** a situation or problem by using disciplinary/professional concepts, principles, and theories
- **Reason** logically through the solution to a complex problem and **collaborate** with others to solve it, and **synthesize** a number of sources or materials in a project.
- **Identify** your assumptions and **question** them, in particular, asking whether they help or hinder your thinking, reasoning, data processing, or creative work.

## Global Awareness



- **Identify contemporary issues** of concern and factors affecting those issues in a global context
- **Choose** classes and co-curricular **experiences** to extend global awareness
- **Identify** behavioral expectations of own culture and **acknowledge** the validity of expectations of other cultures.
- **Examine** assumptions, biases and values.
- **Identify** your assumptions and **question** them, in particular, asking whether they help or hinder your thinking, reasoning, data processing, or creative work.

## Information literacy

### Identify and refine information needs



- **Search** for sources
- **Evaluate** information for relevance
- **Incorporate** newly acquired information to complete a project
- **Cite** sources responsibly

## Course Methods

- Gather foundational knowledge by reading the textbook as a secondary source
- Studying women's lives by reading cross-disciplinary, cross-cultural primary sources (Readings in textbook)
- Practice gender analysis: Ask about the role of gender in everything we study
- Share and learn from our own and each other's experiences through in class and online discussion and by reading primary texts and watching films
- Work in small groups to encourage everyone's full participation
- Participate in hands-on learning through a service-learning project
- Participate in hands-on learning through role playing
- Transforming knowledge into new forms through a creative project for deeper learning
- Encourage cooperation and collaborative learning.

## Service Learning

The service learning project for this course is mandatory. If you think you will not be able to complete it, please talk to me as soon as possible, before the last day to drop the course.

## Note to Women, Gender and Sexuality Studies (WGSS) minors

If you enjoy this class, consider minoring in Women, Gender, and Sexuality Studies (WGSS). To do so, you need to complete 4 additional courses from WGSS's list at <http://wp.stockton.edu/wgss/wgss-minor/wgss-courses> and complete an electronic portfolio. Note that the requirements for students who matriculated to Stockton before fall 2010 will be slightly different. See me for details. Please keep digital copies of all your coursework from WGSS classes in case you decide to minor in it.

I strongly encourage all students to keep a personal copy of every assignment and to keep all returned assignments with my feedback until graduation. You may need these materials in the future: WGSS minors (<http://wp.stockton.edu/wgss/wgss-minor/wgss-portfolio/>) as well as other degree programs produce a portfolio of their college work as part of their graduation requirements.

## Attendance Policy and Class Participation

I recommend that you miss class as seldom as possible, as missing class and not turning in work are the two main reasons for students to fail any of my classes **and** because you have a responsibility to participate in your classroom community.

### You may not normally make up in-class work, including quizzes.

You should exchange contact information with several classmates from whom you can learn what we did and be caught up, as it is your responsibility to arrange to submit all work on time, even if you will be or have recently been absent.

Class participation includes active listening and active participation in discussion and small group activities, inside and outside of the physical classroom.



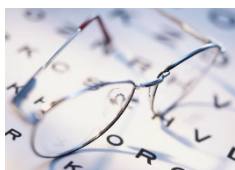
### Late Work Policy

**I will not accept assignments turned in more than five minutes after class begins or another stated due time, including assignments missed for absences, unless you turn in a get-out-of-jail-free card.** Each of you will receive, with this syllabus, two such cards to use as you wish for papers or assignments. The cards must be filled

out and turned in with any late assignments for which you hope to receive credit. Use this leniency well—it is what you use if you are ill or must be gone for any reason. You may not buy, sell, create, give, or trade cards.

Alternatively, you may use a card to revise any one assignment (except any assignments due the final day of class or any test or quiz) to receive a higher grade. If used in this way, the revised paper, original paper and teacher comments, and the get out of jail free card are due by the senior grade deadline. You may revise an assignment that was a group assignment, and then it is up to you whether you want to “gift” the new grade to the group or simply receive it as an individual.

You can use the test make-up to replace one test grade.

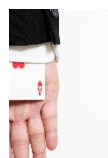


### **Accommodations**

If, because of any condition you have, you may require some special arrangements in order to meet course requirements, please contact me as soon as possible. Telling me at the end of the semester that you have been diagnosed with a learning disability and need more time on tests or are entitled to someone to help proofread your papers does not help you succeed in this class or any other, as you would be at a disadvantage like I would be if I went to class all semester without my glasses. Also, see below:

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with documented disabilities who seek accommodations should make their request by contacting the Learning Access Program located in J204 or by calling 609-652-4988.

Concerned that you have a disability that will affect your learning in this class, but don't know where to start? Please contact the Learning Access Program (J204; 609-652-4988) to learn about your options and the available resources for having your disability assessed. Additional information on the program may be obtained from Stockton website: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=61&pageID=5>



### **Honesty and Ethical Policy**

Plagiarism includes using others' words or ideas as your own. This could be using sources without appropriate punctuation and/or documentation, using another's ideas without appropriate credit, and/or turning in others' work as if it were your own. Academic dishonesty includes cheating on a quiz or test in any manner. Please avoid plagiarism

and academic dishonesty, which I treat, as per college policy, with penalties including failure on an assignment or in the course. I regularly report students to the office of academic affairs for plagiarism: **do not think it will not happen to you**. Remember that managing your time and carefully using your get out of jail free card can prevent most of the panic that leads good people to plagiarizing. Remember, too, that an F on a horrible paper you wrote yourself is better than a zero on the paper or failure in the class if you are caught using something someone else wrote. Cheating on quizzes or tests is also academic dishonesty and will be treated appropriately.

### **Citizenship and Preparation**

You are expected to come to class having completed the assigned reading and/or writing and prepared to discuss the texts and your own work. Reading, writing, and discussion are the foundation of this course. The Women's, Gender, and Sexuality studies classroom is a place that requires open, thoughtful discussions; we will be covering material about which intelligent people feel strongly and often disagree, material that may even challenge your values and beliefs. I expect that you will often argue with me and with each other; I will insist that all of us listen carefully and respectfully to one another's views. Remember that you are not being graded on your views or politics, only on the effectiveness of your engagement with the readings and discussions. *(This paragraph is included with thanks to Deb Gussman)*

### **Office Hours and Writing Center**

Please come to my office, especially if you are not doing as well as you would like, you wish to see examples of an assignment, you are confused about what I expect from you on an assignment, or you would like assistance with your writing. In addition to scheduled office hours, you may email me to schedule another meeting time. You may also email me questions; you may normally expect a same-day or next-day reply on weekdays.

Please also bring your assignment description and go to the Writing Center J105, tutoring evening hours in the library, or tutoring evening hours in the TRLC for help.

#### **Assignment type:**

#### **Assignment Weight:**

Participation in in-class work, online quizzes, in class quizzes, smaller assignments, and study guides (study guides optional as graded work for unit one and may be assigned or optional as graded work thereafter, creative projects, event papers)

10%

Response papers (I count the best 9 grades submitted, so extra



items can replace lower grades and, in essence, serve as extra credit)	25%
Tests (3)	20%
Short papers (2)	20%
Service Learning Project (individual journal entries, 5%; individual paper 10%; contribution to group project, 10%)	25%

## Grades

A	93 and up
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	under 60

Get out of Jail Free Card

I, \_\_\_\_\_, request that I be granted (circle one) a one week extension OR a one week revision allowance, penalty and question-free, for my paper, \_\_\_\_\_.

This card may not be traded, bought, sold, counterfeited, bartered, or used as a gift.

**PLEASE NOTE THAT THIS SYLLABUS IS FROM THE LAST TIME I taught the course, as a hybrid course. I will not do that again in the spring, and I will plan for 2 short papers as in this proposal**

rather than the 3 originally planned for this class—this class also had a larger number of response papers. I've simplified to make room for the service learning project. This just gives an idea of how I space out the writing and make room for writing instruction.

Date	In class activities	
1/22	SNOW DAY	
1/24*  Definition of feminism  History of Women's Movement in U.S.  Writing skills  Critical thinking	Discuss chapter 1 and readings online with online post and 2 responses to peers' posts.	Read the syllabus and policy statement.  Read chapter 1, 1-22 (  Reading 3: Jane O'Reilly, "The Housewife's Moment of Truth, " 28 ( <i>historical, individual women's perspectives</i> )  Reading 4 Baumgardner and Richards, "A Day Without Feminism" 30-33 ( <i>historical, developing appreciation for what feminism has changed</i> )  Reading 7 Anna Quindlen, "Still Needing the F Word," 39 ( <i>contemporary, developing an understanding that feminism is still needed</i> )  Reading 8, Marge Piercy "My Heroines"  <b>First reading response due</b>  *See study guide, chapter 1..  Complete online quiz over chapter 1 by 11:15 am
1/27  Knowledge: Definition of	Quiz: Define feminism (1 min.)  %Service Learning	Complete online quiz over chapter 2 and the syllabus by

<p>feminism</p> <p>Self-awareness.</p> <p>Critical thinking</p> <p>Developing theoretical foundation for understanding women's, gender, and sexuality studies</p> <p>Exposure to social science research methods</p> <p>Writing skills.</p> <p>Beginning service learning project.</p>	<p>Introduction. (45 min.)</p> <p>Writing workshop 1: Discuss your first response paper posts: specific details, hard thinking, respond to assignment. (15 min.)</p>	<p>11:15 1/27.</p> <p>Read chapter 2, pg. 42-59. See study guide in Blackboard to use as it aids you.</p>
<p>1/29</p> <p>Critical thinking.</p> <p>Theoretical foundation-building: privilege, power</p> <p>Start group project.</p> <p>Self-awareness</p> <p>Collaboration/teamwork</p>	<p>Quiz, define feminism. (1 min.)</p> <p>%Start service learning project. Complete initial Service Learning paperwork. (20 min)</p> <p>Discuss readings in class in small groups with projected discussion questions. (30 min).</p> <p>Exit activity: Create a list of ways in which you have privilege. (10 min)</p>	<p><i>All readings today for their theoretical perspectives on power and oppression and their and insight into individual women's experiences</i></p> <p>Reading 9: Collins, "Towards a New Vision:" Race, Class, and Gender as Categories of Analysis and Connection" 59-66</p> <p>Reading 10: Frye "Oppression" 67</p> <p>Reading 11: Lorde, "There is no Hierarchy of Oppression," 70</p> <p>Reading 13: McIntosh, "White Privilege and Male Privilege" 75</p> <p>Watch Ted talk on men, privilege, and violence:  <a href="http://www.ted.com/talks/jack_son_katz_violence_against_wo">http://www.ted.com/talks/jack_son_katz_violence_against_wo</a></p>

		<p><a href="#">men it s a men</a> (20 min.)</p> <p>%Complete first Service Learning Reflection, on the Service Learning orientation, in Blackboard.</p>
<p>1/31*</p> <p>Critical thinking</p> <p>Theoretical foundation: privilege, power</p> <p>Writing skill</p> <p>Global awareness</p> <p>Self-awareness</p>	<p>Discuss readings online in your second reading response, following the directions given for the first response and the advice given in class in Writing Workshop 1.</p>	<p>12 SUZANNE PHARR   <b>Homophobia: A Weapon of Sexism 71</b> (<i>theoretical perspective on power/privilege, individual women’s experiences</i>)</p> <p>15 FELICE YESKEL   <b>Opening Pandora’s Box: Adding Classism to the Agenda 86</b> (<i>theoretical perspective on power/privilege, individual women’s experiences</i>)</p> <p>16 ELLIE MAMBER   <b>Don’t Laugh, It’s Serious, She Says 91</b> (<i>insight through poetry</i>)</p> <p>18 JUNE JORDAN   <b>Report from the Bahamas 99</b>(<i>global perspectives</i>)</p>
<p>2/3</p> <p>Understanding theoretical principles: Sex and gender</p> <p>Collaboration and teamwork</p> <p>Critical thinking</p>	<p>Quiz, define feminism, gender, and sex. (5 min)</p> <p>Learning activity, page 110 (20 min)</p> <p>Exit activity: Re-Read “When I was growing up” by Nellie Wong, Reading 24 pg. 145, and respond to questions about it. (15 min)</p>	<p>Read Chapter 3, pages 105-120. And Reading 24: “When I Was Growing Up” by Nellie Wong, page 144. (<i>individual women’s experiences</i>)</p> <p>Online quiz over chapter 3 due by 11:15 AM.</p> <p>Chapter 3 study guide available for use.</p> <p>Watch</p>

<p>Self-awareness</p> <p>Communication skills</p> <p>Creativity/innovation</p> <p>Collaboration/teamwork</p>	<ol style="list-style-type: none"> <li>1. What was Nellie Wong’s experience when she was growing up? From what sources did messages about white as desirable come?</li> <li>2. What was Nellie Wong ashamed of?</li> <li>3. Have you ever had the experience of not “fitting in”? How did it make you feel?</li> <li>4. How does this poem make you feel? What is your favorite or most powerful part of the poem for you?</li> </ol>	<p><a href="http://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay.html">http://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay.html</a></p> <p>(20 min.)</p> <p>Complete a creative post, due by 11:15: Share your own t-shirt design for a t-shirt defining feminism OR Write poem inspired by “My Heroines” or “Don’t Laugh, It’s Serious, She Says” or “When I Was Growing Up” OR</p> <p>Make a poem, song, rap, or short (1-2 min) video about ways in which you have or do not have privilege.</p>
<p>2/5</p> <p>Understanding theoretical principles: biology and culture</p> <p>Global awareness</p> <p>Writing skill</p> <p>Critical thinking</p>	<p>Answer distributed discussion questions in small groups.(45 min)</p> <p>Review, Test 1 (10 min)</p>	<p>Read</p> <p><b>19 ANNE FAUSTO-STERLING   The Five Sexes, Revisited 121</b> <i>(theoretical perspectives)</i></p> <p><b>20 JUDITH LORBER   The Social Construction of Gender 126</b> <i>(theoretical perspectives)</i></p> <p><b>21 CORDELIA FINE   Unraveling Hardwiring 129</b> <i>(theoretical perspectives)</i></p> <p><b>22 EVELYN BLACKWOOD   Trans Identities and Contingent Masculinities: Being Tombois in Everyday Practice 135</b> <i>(global perspectives)</i></p>

		<p><b>Reading 23 “Shame-O-Phobia”</b>  <b>David Wexler</b> (<i>theoretical perspectives, individual men’s experiences</i>)</p> <p><b>Reading 25: Settles, Pratt-Hyatt, Buchanan, “Through the Lens of Race” 145</b> (<i>theoretical perspectives, differences in women’s experiences</i>)</p> <p>Reading response due</p>
<p>2/7*</p> <p>Collaboration/teamwork</p> <p>Gender socialization/roles</p> <p>Writing skills</p> <p>Critical thinking</p>		<p>Write response paper</p> <p>Complete study guides</p>
<p>2/10</p> <p>Critical thinking</p> <p>Writing skills</p> <p>Collaboration</p>	<p>Discuss readings in class, review for test</p>	<p>Complete study guides</p>
<p>2/12</p> <p>Critical thinking</p> <p>Analysis</p> <p>Synthesis</p> <p>Writing skills</p>	<p>Test 1</p>	<p>Study for test 1</p>
<p>2/14*</p> <p>collaboration</p>		

<p>2/17@</p> <p>Writing skills</p> <p>Developing theoretical perspectives: sex, sexuality, intimacy</p> <p>Collaboration, teamwork</p> <p>Information literacy: research on web, newspapers, observation, interviews</p>	<p>-Lesson in how to do research on organization—background, role, and historical, cultural contexts (15 min)</p> <p>-Writing workshop 3: conclusion, transitions, major sentence errors. 20 min.</p> <p>-Discuss journal post #2</p>	<p>Read chapter 4, pgs. 163-180</p> <p>Study guide available for chapter 4</p> <p>Take online quiz, chapter 4, by 11:15 AM.</p>
<p>2/19</p> <p>Developing theoretical perspectives: sexuality</p> <p>Analysis, critical thinking</p> <p>Writing skills</p> <p>Self-awareness</p> <p>Collaboration and teamwork</p>	<p>Discuss reading in small groups, 30 min.</p> <p>%Meet with group: 15 minutes</p> <p>Exit activity, 20 min: Read 32, Paula Gunn Allen’s “Some Like Indians Endure” pg. 201 and reflect in response to questions posted.</p>	<p>Read</p> <p>27 JESSICA VALENTI   <b>The Cult of Virginity 182</b> (<i>theoretical perspectives</i>)</p> <p>28 bell hooks   <b>Romance: Sweet Love 186</b>(<i>theoretical perspectives</i>)</p> <p>30 ELLEN BASS   <b>Gate C22 195</b> (<i>insight through poetry</i>)</p> <p>31 LEILA RUPP   <b>A World of Difference 196</b> (<i>global perspectives</i>)</p> <p>Watch online,  <a href="http://www.ted.com/talks/lz_g_randerson_the_myth_of_the_gay_agenda.html">http://www.ted.com/talks/lz_g_randerson_the_myth_of_the_gay_agenda.html</a></p> <p><b>Reading response due</b></p>
<p>2/21*</p> <p>Developing theoretical perspectives: sexuality and</p>	<p>Discuss readings online</p>	<p>Read Reading 26, Rosenberg, “Rethinking Gender” page 158 (<i>differences in individual’s</i></p>

<p>gender</p> <p>Analysis, critical thinking</p> <p>Writing skills</p>		<p><i>experiences)</i></p> <p><b>35 KIMBERLY SPRINGER   Queering Black Female Heterosexuality 207</b> <i>(differences in women's experiences)</i></p> <p>Watch online, <a href="http://www.ted.com/talks/joel_burns_tells_gay_teens_it_gets_better.html">http://www.ted.com/talks/joel_burns_tells_gay_teens_it_gets_better.html</a></p> <p>Reading response</p>
<p>2/24</p> <p>Developing theoretical perspectives: Gender, sex, and the body</p> <p>Teamwork and collaboration</p> <p>Critical thinking</p> <p>Self-awareness</p> <p>Real-life application</p>	<p>Quiz, feminism, gender, sex, sexuality, 5 min.</p> <p>% History/culture research should be nearly complete.</p> <p>Role play, what to say to a friend/child, 30 min.</p>	<p>Read chapter 5, pages 213-233.</p> <p>Online quiz, chapter 5, due by 11:15</p> <p>Study guide for chapter 5 available</p> <p>Watch <a href="http://www.commonsemmedia.org/videos/boys-and-body-image">http://www.commonsemmedia.org/videos/boys-and-body-image</a></p> <p><a href="http://www.commonsemmedia.org/videos/girls-and-body-image">http://www.commonsemmedia.org/videos/girls-and-body-image</a></p> <p>%Last date that second journal on Service Learning project can be turned in, by 11:15.</p>
<p>2/26</p> <p>Developing theoretical perspectives: Gender, sex, and the body</p>	<p>Small group discussion of readings</p>	<p>Read...</p> <p><b>37 GLORIA STEINEM   If Men Could Menstruate 238</b> <i>(satiric perspective, classic essay)</i></p>



<p>Writing skills</p> <p>Critical thinking: analysis</p> <p>Self-awareness</p> <p>Global awareness</p>	<p>Discussion of paper 2</p>	<p>38 AIMEE MULLINS   <b>Prosthetic Power 239</b> <i>(women's different experiences)</i></p> <p>42 LISA MIYA-JERVIS   <b>Hold That Nose 263</b><i>(women's different experiences)</i></p> <p>43 COURTNEY E.MARTIN   <b>Love Your Fat Self 265</b> <i>(women's different experiences)</i></p> <p>44 JONATHANWATTS   <b>China's Cosmetic Surgery Craze 269</b> <i>(global perspectives)</i></p> <p>Watch:</p> <p><a href="http://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe">http://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe</a></p> <p>Reading response post due by 11:15 am</p>
<p>*2/28</p> <p>Developing theoretical perspectives: body image, cultural artifacts</p> <p>Critical thinking</p> <p>Writing skills</p> <p>Information literacy: introduction to social science analysis, study, long-term</p>		<p>Watch <i>Killing Me Softly, IV</i></p> <p>Online quiz over film, due by 11:59 3/2</p>

research results		
3/3 Writing skills, analysis, synthesis Information literacy Critical thinking Collaboration and teamwork	Writing workshop 4: Review lessons from paper 1. (10 min)	Come to class with 2 advertisements for short paper 2: one from a U.S. source and one from a global source.  Last day reflection #3 for Service Learning project can be turned in to Blackboard, due by 11:15 AM
3/5 Developing theoretical perspectives: Reproduction Writing skills Information literacy: methods for research into organization's issue, evaluating sources. Consider whether the issue affects men, the geography of the issue, and other prompt questions.	Writing workshop 5: "to be" words and conciseness, punctuation and grammar.  Peer critique.  %Lesson in how to conduct research for service learning issue.	Read Chapter 6, 279-309.  Online quiz on chapter 6 due by 11:15.  Study guide for chapter 6 available in Blackboard.  Draft of paper due in class for peer critique.
3/7* Writing skills, synthesis, analysis		Final draft of short paper 2 due to Blackboard by 11:59 3/9
3/8-16	Spring Break	
3/17 Theoretical perspectives: Reproduction Self-awareness Global awareness	Watch Sanger film, excerpts, 20 min.	Readings:  46 MARGARET SANGER   <b>My Fight for Birth Control 310</b> ( <i>historical perspective</i> )  48 JOHN E. LEWIS, MARIA-JOSE MIGUEZ-BURBANO, AND

<p>Writing skills</p> <p>Critical thinking</p> <p>Collaboration and teamwork</p>		<p>ROBERT M.MALOW   <b>HIV Risk Behavior Among College Students in the United States 319</b> (<i>contemporary issues</i>)</p> <p>49 NANCY FUGATEWOODS   <b>A Global Health Imperative 326</b> (<i>global perspectives</i>)</p> <p>52 SELDON MCCURRIE   <b>Eyes on the Prize 347</b></p>
<p>3/19</p> <p>Theoretical perspectives.</p> <p>Self awareness.</p> <p>Analysis.</p> <p>Writing skills</p> <p>Real-life application</p> <p>Communication skills: oral and written</p>	<p>Role play: imagine that you've been asked about whether you support a politician based on their stance on reproductive rights. What things should a voter consider in making a choice (assuming it would be made on just this issue), and why?</p> <p>Or, what do you think people should be more aware of related to reproductive rights and health globally or in particular populations: college students, Native Americans, different global locations, etc</p> <p>Review for test 2.</p>	<p>Readings:</p> <p>47 ELEANOR COONEY   <b>The Way It Was 312</b> (<i>historical perspective, women's experiences</i>)</p> <p>51 Jael SILLIMAN, MARLENE GERBER FRIED, LORETTA ROSS, AND ELENA R. GUTIÉRREZ   <b>Women of Color and Their Struggle for Reproductive Justice 340</b></p> <p>(<i>individual women's experiences</i>)</p> <p>Reading response due by 11:15 3/19</p>
<p>3/21*</p>		<p>%Individual research on issue and strategic plan ideas due to Blackboard by 11:59 pm 3/23</p>
<p>3/24</p>	<p>Test 2</p>	<p>Study for test 2</p>

	.	
3/26  Developing theoretical perspectives: Family	Group meeting time, 40 min.	Read Chapter 7: 354-371  Online quiz over chapter 7 due by 11:15 3/21  Study guide for chapter 7 available  %Online reflection #4 on service learning project due by 11:15
3/28*  Developing theoretical perspectives: Family  Self-awareness  Writing skills	Online discussion	<b>54 LISA MIYA-JERVIS   Who Wants to Marry a Feminist? 374</b> ( <i>individual women's experiences</i> )  <b>55 HEIDI BRUGGINK   Don't Give Up Your Day Job: Leslie Bennetts on The Feminine Mistake 376</b> ( <i>theoretical perspectives, contemporary issues</i> )  <b>56 CHARLENE GOMES   Partners as Parents: Challenges Faced by Gays Denied Marriage 380</b> ( <i>individual's experiences</i> )  Reading response
#3/31  Developing theoretical perspectives.	Budget exercise, page 362 (45 min.)	<b>57 JOEL PRESTON SMITH   Hardscrabble Salvation 386</b> ( <i>individual's experiences</i> )  <b>58 BETH SCHWARTZAPFEL  </b>

Developing self awareness.		<p><b>Lullabies Behind Bars 387</b> <i>(individual women's experiences)</i></p> <p><b>59 MAYA ANGELOU   Our Grandmothers 389</b> <i>(insight through poetry)</i></p> <p>Service learning reflection #5 due</p>
4/2	Preceptorial advising	
4/4*		<p>Read Chapter 8, 391-413 Online quiz over chapter 8 due by 11:15. Study guide for Chapter 8 available online</p>
<p>4/7</p> <p>Theoretical perspectives</p> <p>Critical thinking</p> <p>Global awareness</p> <p>Writing skills</p>	<p>Learning activity page 396.</p> <p>Discuss readings.</p> <p>View video clips of global women and work.</p>	<p><b>60 PAT MAINARDI   The Politics of Housework 414</b> <i>(historical perspective/contemporary issues)</i> <b>62 BARBARA EHRENREICH   Maid to Order: The Politics of Other Women's Work 429</b> <i>(contemporary issues)</i></p> <p><b>63 MOMO CHANG   Color Me Nontoxic 435</b> <i>(contemporary issues)</i></p> <p><b>Reading response due</b></p>
<p>4/9</p> <p>Theoretical perspectives</p> <p>Critical thinking</p>	<p>Discuss paper 3</p> <p>%Group meetings</p>	<p><b>61 SHARLENE HESSE-BIBER AND GREGG LEE CARTER   A Brief History of Working Women 417</b> <i>(historical perspective, different women's</i></p>

Global awareness		<p><i>experiences)</i></p> <p><b>64 MARTHA BURK   Power Plays: Six Ways the Male Corporate Elite Keeps Women Out 436</b> (<i>contemporary issues</i>)</p> <p>Reading response due 11:15 4/9</p>
4/11*  Theoretical perspectives, Violence		<p>Read Ch. 10, 503- 524</p> <p>Chapter 10 guide available</p> <p>Online quiz, chapter 10, due by 11:15 4/11.</p>
4/14  Theoretical perspectives, violence.  Critical thinking: synthesis, analysis  Writing skills	Watch <i>Osama</i>	<p><b>77 ANDREA SMITH   Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights 525</b> (<i>theoretical perspectives</i>)</p> <p><b>78 MARIAH LOCKWOOD   She Said 528</b> (<i>insight through poetry</i>)</p> <p><b>80 DEBRA ANNE DAVIS   Betrayed by the Angel: What Happens When Violence Knocks and Politeness Answers? 534</b> (<i>individual women's experiences</i>)</p> <p><b>81 TAKYIWAA MANUH AND ADOLF AWUKU BEKOE   Confronting Violence 537</b> (<i>theoretical perspectives</i>)</p> <p><b>82 DONNA ST. GEORGE  </b></p>

		<p><b>Textual Harassment 540</b></p> <p>Reading response post due by 11:15 4/14</p>
4/16	Watch <i>Osama</i>	<p><b>79 MIMI SWARTZ   The Lost Girls 528</b> (<i>global perspectives</i>)</p> <p>84 Rape and War: Three Essays on a Theme (<i>global perspectives</i>)</p> <p><b>90: From Rescue to Recognition: Rethinking the Afghan Conflict (page 585)</b></p> <p>Reading response post due by 11:15 am</p>
4/18*	Write draft of paper	Paper 3 due by 11:59 pm 4/20
4/21@	<p>Writing Workshop</p> <p>Critique paper drafts</p> <p>%Group meeting—plan poster/multimedia presentations.</p>	Critique paper drafts in class
4/23@	Women and Violence discussion (not Green Dot visit as planned)	<p>Read <b>83 GRACE CAROLINE BRIDGES   Lisa's Ritual, Age 10 542</b> and handout: "My Vagina was My Village."</p> <p>Response response post due by 11:15 am</p>
4/25*		Study for test 3/Finish paper 3

4/28	Take test 3	Study for test 3 Paper 3 due
4/30	NO CLASS MEETING	Class does not meet. Make up tests for tests 1-3 to be scheduled with Dr. McGovern and completed by 5.2
5/2, meet 11/30-2	Reports on final projects	Multimedia/poster reports on final projects due <b>Final service learning reflection due</b> Final event response paper due if not already turned in