

**Women in American Culture –  
SBP1 WGST 201-02  
[TERM HERE]  
3 credit hours  
Humanities 106  
M/W 2:00-3:15**

FACULTY:	Dr. Dawn Heinecken, Ph.D Professor
FACULTY EMAIL ADDRESS:	<a href="mailto:d0hein01@louisville.edu">d0hein01@louisville.edu</a> I will respond to emails within 24 hours (except weekends/holidays). Please be sure to put your name and the course title in the subject line. Use the university email account to communicate. Personal email accounts such as Yahoo, Hotmail etc, or the BB email system may prove unreliable as these email transmissions may be automatically routed to the SPAM mail folder by the university email system. If you do not receive a reply within 24 hours, assume I did not receive your email.
FACULTY TELEPHONE NUMBER:	(502) 852-2992 office. If I am not there, leave a message and I will return your call as soon as possible. If I am away from the phone, please leave a message and I will return your call as quickly as possible. To prevent telephone tag, you may want to email me for a telephone appointment.
FACULTY OFFICE HOURS:	Mon., and Wed., 12:30-1:30 Other times by appointment.
FACULTY OFFICE LOCATION:	314 Stevenson Hall Belknap Campus Louisville, KY 40292
TIME & LOCATION OF CLASS:	M, W 2:00- 3:15 Humanities 106
REQUIRED READINGS/FILMS:	<i>Gendered Worlds</i> 3 ed. Judy Root Aulette and Judith Wittner. (Oxford University Press, New York 2015).  <i>Listen Up: Voices from the Next Feminist Generation</i> 2 <sup>nd</sup> ed. Barbara Findlen (Seal Press, 2001)

Blackboard Readings. Available on Blackboard.

### **Course Description**

The purpose of this class is to introduce you to some of the major concepts and theoretical frameworks of feminism as well as the ways that gender shapes our everyday lives. The course briefly outlines the history and guiding concepts of contemporary feminism (s) before moving into an investigation of how gender shapes the present-day experiences, opportunities, and outcomes for different individuals and groups in various social institutions. The readings examine the social construction of gender, race, class and sexuality and the status of contemporary women in education, prisons, the military, the economy, politics, as well as popular culture and sports. This course stresses the systemic and structural ways that gender and the intersections of race/ethnicity, class, and sexuality shape the experiences of individuals and groups.

### **Course Goals:**

- Learn how bodies and genders are socially constructed
- Learn various approaches to studying the social construction of gender, including interactionist theories, structural theories and institutional theories.
- Learn to examine gender critically by considering the intersection of gender with other aspects of identity such as race, class, and sexuality.
- Learn different perspectives on gendered sexuality and sexual attitudes around the globe.
- Examine the gendering of different organizations and institutions and how this gendering shapes opportunities, outcomes and experiences for different individuals and groups.

Some issues you will discuss over the semester include:

- How ideologies of gender, race, class, and sexuality are embedded in institutions and reproduced through specific policies and practices.
- How gender is shaped by various aspects of identity such as race, class, sexuality, and disability.
- The relationship of gender to sex and sexual orientation.
- How gender, race, and class shape educational experiences.
- How gender, race and class affect experiences in the workforce.
- The role of gender in violence, particularly violence against women.
- The role of gender, race, and class in health and medical areas.
- How gender, race and class affect experiences in politics, the military, and prisons.
- The roles of media and sports in reproducing hegemonic ideologies of gender, race, class and sexuality.

### **Student Learning Objectives:**

This course develops critical thinking and communication skills necessary to conduct research in gender in the humanities. Over the course of the semester you will complete assignments in which you will:

- Apply theoretical models and frameworks in order to analyze gender and the ways that gender operates culturally, socially and institutionally
- Think and write critically about the ways that gender intersects with other aspects of identity such as race, class, and sexuality.
- Identify key findings from contemporary sociological research related to gender, race, class and sexuality and the reproduction of social inequity.
- Consider ways to form a more socially just society.
- Use evidence to develop a persuasive argument
- Use conventions appropriate to academic writing in the humanities and social sciences
- Engage in collegial dialogue and discussion with other learners

### **Expectations about your role as a student:**

University courses require students to be responsible for their own learning. You will be expected to:

- Complete readings and assignments on-time and attend class on scheduled meeting days. If you are unclear about assignments, expectations, or any other aspect of the course, you are responsible for contacting me in a timely fashion (i.e well before due dates!) to obtain clarification.
- Commit to **active participation**. Learning is an active, sharing process. For this course to be an impetus for intellectual and personal growth, each of us must take responsibility for our own learning. Among other things, this requires we complete readings on time, reflect seriously on ideas, and participate openly and thoughtfully in class conversations sharing questions, ideas and insights. Examples of how you can participate actively in class are appended to the end of this syllabus (see Criteria for Participation).

### **Course Requirements:**

This course requires substantial reading and writing. Over the course of the semester you will:

- Read 40-60 pages per week
- Write three essay exams of 4-5 pgs each
- Complete daily in-class writings
- Periodically post responses about class readings to the class WIKI
- Participate regularly in both small and large group discussion
- Regularly share your questions and insights about course material

## **Grading and Requirements**

Take-home-exam#1	15
Take-home-exam#2	15
Take-home-exam#3	20
Participation: Class discussion	10
Participation: Wiki Posts	30
Participation: Daily summaries	10

### **Class requirements:**

1. **Three written essay exams (50 Points)** are required (ranging btw 4-5 pgs in length, 12 point font, double spaced, standard 1" margins). The essay exams will ask you to respond to a larger prompt question by synthesizing the theories, ideas and arguments presented in class readings/films and discussion. Students will receive detailed assignment guidelines no later than one week prior to the due date.

You will be allowed to rewrite ONE essay to improve your grade. The rewrite is **due no later than 2:00 pm. on Friday, April 24**. All rewrites should be handed in to the instructor in Stevenson 314. To receive credit for the rewrite, students **MUST** include the original marked copy along with the rewrite.

### **2. Participation (50 pts).**

- a. **Class Discussion (10 pts)** This is not a lecture based class. Comprehension of course material is dependent upon consistent participation in class discussion. Please note that your physical presence in the classroom will not be enough to earn a high participation grade. You must come to class prepared to engage with course material and contribute to class discussion in meaningful ways. You should come to class prepared with reactions, questions, and insights about class readings and films. You may be called on to share your on-line responses and questions with the larger class. You are encouraged to make connections between material covered in class and examples from larger culture, as well as to make connections between class material and ideas and theories encountered in other coursework. You should plan on contributing to class discussion in a productive way in every class. Please view the **"Criteria for Participation"** at the bottom of this document for descriptions of specific behaviors that will help raise your participation grade. Frequent absences and tardiness or inappropriate behavior such as playing with cell phones, failing to pay attention, or discussing matters that are off-topic will affect your grade.
- b. **On-line Posts (30 pts).** You will be required to post to the class Wiki on BB at least 6 times over the semester about course readings or materials. You will be placed in either group A, B, C or D based on the first letter of your last name. You should post according to the dates that are listed on the syllabus for your group. You **must** post no later than 12:00 p.m. (noon) of the day of the course meeting. These posts will be used as a spring board for class discussion as well as to help evaluate your participation.

Posts must be substantive. A substantive post consists of at least 100 words, and helps moves the discussion along in one of several ways. A post might include:

- Describing what you think the most important idea of the reading is and explaining why you think this idea is significant or thought-provoking.
- Considering how the major arguments or ideas of the reading compare, contrast, or connect to the ideas or arguments raised by other class readings, and explaining your reasoning.
- Asking for clarification about a particular concept, idea, passage, or section of the reading and explaining what you find confusing about it.
- Describing any ideas or arguments that you find conflicting or unconvincing and explaining why you think the idea or argument is not sufficient or logical.
- Describing any ideas or arguments that you found particularly convincing and explaining why you found it convincing
- Describing any ideas or arguments that helped you think differently about a particular topic, and explaining how and why the reading helped change your perspective.
- Agreeing/disagreeing with a classmate's post and substantiating your statement with theory or examples from the readings. "I agree/disagree with what Sally posted. As <author> points out ...".
- Reflecting on what you think is the major implication or outcome of the reading. What larger conclusions or insights can be drawn from the reading and how do they help you understand or think about other media texts or class readings?
- Raising an open-ended question (versus a question that can be answered with a simple "yes" or "no" answer), such as making a claim about the reading that you wish the class to debate pro or con; posing a question that the course material has caused you to consider, or any other kind of question in which you ask your classmates to think critically about the content of the readings.

Remember that "blowing off" or not taking this section of the response seriously will have direct consequences on the caliber of class discussion—respect your classmates and take time to post **serious and thoughtful** questions or comments!! Please carefully review all the posts by your classmates prior to coming to class so that you can identify questions or ideas that you would most like to discuss.

Group A: If your last name starts with A-C.

Group B: If your last name starts with D-J

Group C: If your last name starts with K-R

Group D: If your last name starts with S-Z

**c.) Daily Summaries (10 pts).** We will end each class with a 5-8 minute free-writing period in which you will respond to the material covered during class. Your response should briefly summarize the most important ideas, insights or concepts covered in course readings or class discussion that day. What are the major "take aways" of the day? Your response should include any ideas, insights, concepts or points of discussion that are unclear and that you feel need more explanation or discussion. Your response might also reflect on how the material covered during the day connects to or complicates previous material and any questions, concerns or

disagreements that you have with the material. While summaries will not be formally graded, they will be collected each day and used to provide feedback on your understanding of the material/class discussion. They will be marked on a scale of 0-1 (“O” indicates a summary was not submitted or does not demonstrate satisfactory understanding or reflection/consideration of the material. A “1” indicates the summary demonstrates satisfactory understanding of the material). You should save your summaries and use them to help you in completing your essay exams. Daily summaries may ONLY be completed in-class. Late daily summaries will not be accepted unless you have an accommodation from Disability Resources. (In order to receive full points for daily summaries, you must satisfactorily complete at least 95% of daily summaries. 8 points will be awarded for satisfactorily completing between 90-94%; 6 points for completing 80-89%, 4 for completing 70- 79%, 2 for 60- 69% and 0 for completing less than 60%).

### **Grading Scale**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-99	94-98	90-93	88-89	83-87	80-82	78-79	74-77	70-73	68-69	64-67	60-63	59-0

### **HOW THIS COURSE FULFILLS UNIVERSITY CARDINAL CORE REQUIREMENTS:**

#### **Cardinal Core Social & Behavioral (SB) Science Student Outcomes:**

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. “Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.”

The course incorporates different theoretical perspectives on gender. Course readings and lectures then draw from quantitative research, such as nationally-representative data in the form of graphs, tables, and figures. Course readings may also cover many of the foundational qualitative studies on gender. Assignments require students to draw from theoretical, qualitative, and quantitative research to make empirical claims about the status of women in the U.S., and assessment of essays and class participation is based on students’ ability to make compelling claims based on empirical research.

2. “Identify how different fields of inquiry conceptualize differences and the dynamics of social systems.”

A main goal of this course is to analyze and understand gender inequality. Because WGS is interdisciplinary, class readings span the disciplines of the social sciences (such as Anthropology, Sociology, and Psychology) and humanities (such as English and Media Studies). Course readings from different disciplines also contribute an understanding of the intersection of race/ethnicity, class, gender sexuality, and culture; the discussion of all

course topics, such as theory, bodies, families, workplaces, and politics include the experiences of diverse groups of women. Assessment of written assignments and class participation is based on students' abilities to adequately explore and explain inequalities and diversity.

3. "Represent and critically respond to multiple points of view on cultural issues as expressed in in different historical, social, and cultural contexts."

The course includes historical discussions of gender, and throughout the course, students must explore how gender is a social construction, and one that varies substantially across different cultures. Students' writing assignments and class participation are assessed based on their understanding of the social, historical, and cultural constructions of gender and the multiple points of view on gender found in theses constructions.

4. "Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims."

Students' writing assignments are assessed on the extent to which they use empirical evidence to support arguments, and the extent to which they make inferences from data and assigned readings about women's and men's diverse lived experiences of gender inequality. They are also asked to explore and critique common assumptions about gender in our society, and the limitations of non-research based discussion and rhetoric surrounding gender (often found in popular media).

### **U.S. Perspectives (P1)**

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. "Identify how historical, social, and cultural structures and processes shape understandings of social stratification in the U.S."

Throughout the course, class readings, discussions and films draw from an intersectionality perspective that explores how gender intersects with race/ethnicity, class, sexuality, LGBTQ status, or nationality in women's and men's lives. This class explores historical, social, and cultural constructions of gender and how they vary according to individuals' and groups' social locations of race, class, sexuality, LGBTQ status, or nationality. Students' writing assignments and class participation are assessed on the extent to which they adequately incorporate intersectional perspectives.

2. "Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S."

Course readings and discussions explore the lived experience of gender on the individual, interactional, and the structural levels (in schools, workplaces, governments, etc.) and how these experiences influence women's and men's life experiences and life chances. Students' assignments are assessed on the extent to which they can identify and explain different levels of gender inequality.

3. "Identify, interpret, and evaluate evidence from different social locations and from multiple points of view."

In keeping with an intersectional perspective described in #1 above, class readings and discussions will require students to explore gender inequality as it intersects with the social locations of race/ethnicity, social class, LGBTQ status, and nationality. While the class privileges valuing women's diverse points of views and lived experiences of/on gender issues, it acknowledges that historically and in contemporary times, certain people and groups in society have promoted beliefs that aim to limit women's agency and rights. Students' essays and class participation are assessed on the extent to which they recognize and understand different social locations and points of view.

Women's and Gender Studies: This course meets the general criteria for Women's and Gender Studies courses and addresses the following Women's Studies Learning Goal:

Critical thinking. Key elements of critical thinking include: identifying the question or problem, analyzing evidence and developing arguments, integrating knowledge and demonstrating an awareness of multiple points of view, and drawing conclusions based upon reasons, arguments, and evidence. In part, this will be modeled during class discussions and/or group problem-solving sessions. Your progress in this area will be assessed with the following graded assignments: writing/essay assignments.

## **COURSE POLICIES**

### **Cell phones and computers**

There is compelling evidence that multi-tasking interferes with the ability to pay attention, concentrate, stay-on-task and is a detriment to learning. For that reason, **NO CELL PHONES, TABLETS or COMPUTERS will be allowed in class**, with the following exceptions:

1. If you are responsible for the care of someone, such as a sick child or ailing parent, who may need to contact you for emergency purposes. If you expect that you may need to take a call for emergency purposes you should alert me to that fact prior to the start of class. Cell phones should be set to vibrate.
2. If you have a medical or other condition that requires you to take notes, read or write with electronic aides. If you wish to use a computer or other technology in class to take notes or read material in class you must supply documentation from the Disability Resource Center requesting this as a modification.
3. If you purchased your textbook as an ebook or ereader. You should inform me prior to the start of class if you need to use technology to review course readings. If you need to use technology to access course material during class you may you may do so only



during those periods which I designate as appropriate times for students to review course readings. At all other times, the technology must be put away.

Other than for these exceptions, all other technology must be put away and set to silence during class.

If you use computers or devices other than for designated exceptions you will be asked to leave class. No recording devices of any kind may be used without my permission.

#### **Attendance:**

Full comprehension of course material is dependent upon consistent attendance and participation in class lectures and discussion. Attendance without participation in class discussion will not be enough to earn a high participation grade. You should make sure to sign the attendance sheet I will distribute during each class. You are allowed a total of THREE Absences for any reason without penalty. However, for each additional absence, 5% will be deducted from the total final grade. Additional Absences will be excused only in the case of a documented medical or family emergency. Please note: Non-emergency medical appointments, sicknesses, and work DO NOT constitute emergencies!!! If you have more than EIGHT unexcused absences you will receive a failing grade for the class.

#### **Academic Honesty**

Plagiarizing on **any** class assignment will result in a failing grade for the course and will be reported to the Committee on Academic Discipline. Plagiarism consists of using the work of any other person or writer without proper citations. All direct quotes should be in quotation marks and have a citation. Paraphrased material should be written in your own words and should have a citation indicating where the idea came from. It is your responsibility to be aware of rules regarding plagiarism (available in the University Catalog).

#### **Late Policy on Assignments**

All Exams must be turned in via SAFE ASSIGN on Blackboard. Exams that are handed in late will lose one full letter grade for each day late. Material that is more than 3 calendar days late (72 hours) will not be accepted.\*\*\*\*\* **Late Final Exams will not be accepted.** \*\*\*\*\* Extensions will be granted only in the case of a documented medical or family emergency. Non-emergency medical visits, work-related or other absences will not be excused.

#### **Guidelines and Policies for Submitting Work**

All work turned in to me must include the date, your name, and the title of the assignment. All project material should be typed, double-spaced, 12 point font, with standard 1" margins and 6 pt spacing between paragraphs.

When submitting material via Safe Assign, you must place the material in one document before you upload. A green message will appear on screen telling you that the content has been received. You may also check to confirm that it has been received by clicking on the "view/complete" button under the exam icon, as well as checking your grade center. It is your responsibility to make sure their exam has been received by the deadline. If you are unsure if the document has gone through, you should contact the instructor prior to the deadline to confirm receipt.

All papers must be carefully proofread and checked for spelling and grammatical errors. Papers containing multiple errors that substantially interfere with the clear communication of ideas will

be returned to the student to be rewritten and will receive an automatic Letter Grade deduction. Students may find it helpful to make use of the Ekstrom Library Writing Center.

**Material forwarded via email will not be accepted unless you have made prior arrangements with me.** If permission is given to forward assignments, it is your responsibility to ensure that the material arrives by the due date and can be opened by me. All material forwarded to me should be sent by attachment in Word, and should also be copied and pasted into the main body of your email. It is your responsibility to ensure that emails have been received (If you do not receive a message from me acknowledging receipt, students should check-in via phone by calling my office at the Women's and Gender Studies Dept. (852-2992 or 852-8160).

If you need to contact me via email, be sure to include your name and the course number in the subject header line.

### **Changes to the syllabus**

The instructor reserves the right to make amendments, additions or deletions to this syllabus. *It is your responsibility to stay current and be aware of any changes announced in class or posted on BB.* Pop quizzes may be given if the instructor feels that students are not keeping up with the assigned readings or coming to class adequately prepared.

**Students should be aware that the last day to withdraw is Monday, March 7**

### **Hints for doing class readings:**

In doing the readings you will need to identify the overall theme or thesis of the chapter or article (the thesis is its major contention, argument or of claim), identify key terms, identify the examples or evidence the author uses to support their claim, identify any important conclusions or questions that are raised by the reading, and consider any connections or contradictions you observe between different readings.

I advise you to keep a dictionary at hand for your readings, write down any phrases or terminology you don't understand, and bring your questions to class. It is also helpful to make notes in the margins of your readings for easy summary. Remember, if you are having trouble understanding an article or a section of an article, it is likely that others are too. Talking about any questions you have will benefit all.

You are encouraged to make use of the University writing center when working on written assignments.

## **UNIVERSITY POLICIES**

### **Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

## **DISABILITY RESOURCE CENTER**

The University of Louisville is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Disability Resource Center (DRC) is to coordinate services that ensure individuals with disabilities have equal access to take full advantage of the University's educational, social, and cultural opportunities

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, must contact the instructor as soon as possible to identify and plan specific accommodations. Any identified modification(s) deemed necessary must be documented in writing by the Disability Resource Center.

For more information, please visit <http://louisville.edu/disability/> OR Disability Resource Center, Belknap Campus, Stevenson Hall, Louisville, KY 40292; (502) 852-6938, (502) 852-0924 fax.

## **RELIGIOUS HOLY DAYS AND OBSERVANCES:**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

## Course Calendar

**NOTE: The class schedule and assignment due dates will change to reflect the term when the course is offered.**

*Readings and WIKI Posts should be completed on the date they are listed on the calendar*

Group A: If your last name starts with A-C.

Group B: If your last name starts with D-J

Group C: If your last name starts with K-R

Group D: If your last name starts with S-Z

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### Frameworks for Analysis—Theories and Identities

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#### Week One

M Jan 9

Course introduction/Lecture

W Jan 11

GW: Introduction, p. 1-16.

GROUP A POST

#### Week Two

M Jan 16 NO CLASS: Martin Luther King Day

W Jan 18

GW: Chap 2 Bodies and Genders, p. 18-37 (to “intersex”)

GROUP B POST

#### Week Three

M Jan 23

GW: Chap 2: Bodies and Genders, p. 37-54

BB: Reed “Not a Man”

LU: Myhre “One Bad Hair Day Too Many”

GROUP C POST

W Jan 25

GW: Chap 3: Socialization and The Construction of Gender, p.58-73

LU: Sittenfeld “Your Life as a Girl.”

LU: Lennon “What is Mine”

BB: Coates “This is My Story”

GROUP D POST

#### Week Four

M Jan 30

GW: Chap 3: Socialization and The Construction of Gender, p.74-90

LU: Neuborne “Imagine My Surprise”

BB: Snyder “Self-fulfilling Stereotypes”

GROUP A POST

W Feb 1

BB: Chassler “Men Listening”  
BB: Miller “Domination and Subordination”  
BB: Frye “Oppression”  
GROUP B POST

Week Five

M Feb 6

In class screening. *Tough Guise II*

W Feb.8

LU: Miles “On the Rag”  
LU: “Beyond Bean Counting”  
LU: Curry Johnson “Weaving an Identity Tapestry”  
LU: Green “One Resilient Baby”  
GROUP C POST

Week Six

M Feb. 13

GW: Chap 4: “Sexualities” p. 93-110 (to “what is your sexuality?”)  
LU: Walker “Lusting for Freedom”  
BB: Edut “The Chosen People”  
BB Navarro “Becoming La Mujer”  
GROUP D POST

W Feb.15

GW: Chap 4: “Sexualities” p. 110-125 (to “sex for sale”)  
LU: Gilbert “You’re Not the Type”  
LU: Higginbotham “Chicks Going at It.”  
BB Messner “Becoming 100% Straight”  
BB: “When you meet a Lesbian” & “Heterosexuality Questionnaire”  
GROUP A POST

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Frameworks for Analysis—Institutions

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Week Seven

M Feb.20

**EXAM 1 DUE VIA SAFE ASSIGN**  
In-class screening *Dreamworlds III*

W Feb.22

GW: Chap 11: Popular Culture and Media, p 411-419 (to “Gender in Advertising”)  
In class screening: *Killing Us Softly IV*  
GROUP B POST

Week Eight

M Feb.27

GW: Chap 11: Popular Culture and Media, p 419-436  
GROUP C POST

W March 1

LU: Lamm "It's a Big Fat Revolution" p. 85-94  
LU: Chernik "The Body Politic" p. 75-84  
BB: Jacob "My Brown Face"  
BB: Aubry "The Butt"  
GROUP D POST

Week Nine

M March 6

GW: Chap 6: 178-199 (up to "Retirement")  
LU: Hakim-Dyck "Reality Check"  
BB: TBA  
GROUP A POST

W March 8 LAST DAY TO WITHDRAW Thursday March 9

GW: Chap 6: "Unpaid work through the life cycle" to "Gender Matters" p 206-214  
GW: Chap 7: "Motherhood Mystique to Divorce" p. 235- 255  
BB: Mainardi "The Politics of Housework"  
GROUP B POST

Week Ten

M March 13 NO CLASS SPRING BREAK

W March 15 NO CLASS SPRING BREAK

Week Eleven

M March 20

GW Chap 6 "Retirement," p. 199-205  
GW: "Marriage Promotion in the United States" p. 230-232  
LU: Rangel, "Knowledge is Power"  
**Reading TBA**  
In-class screening: *Fast Food Women*  
GROUP C POST

W March 22

GW Chap 5: "Education," p. 141-169  
GROUP D POST

Week Twelve

M March 27

**EXAM 2 DUE** VIA SAFE ASSIGN  
In class screening *Declining by Degrees*

W March 29

GW: Chap 8, "Violence," p. 270 -281  
LU: Walker, "Why I Fight Back"  
GROUP A POST

Week Thirteen

M April 3

GW Chap 8: Rape and domestic violence, p. 281-288 (to “gender in everyday life”)  
LU Morgan “Don’t Call Me a Survivor”  
LU Dimarco “Word Warrior”  
BB: “Rape of Mr. Smith”  
GROUP B POST

W April 5

GW Chap 8: (domestic violence/ gendered violence in conflict zones), p.292-313  
GROUP C POST

Week Fourteen

M April 10

GW Chap 12: Sports p. 442-451 (to “sportswomen”)  
BB: Messner “When Bodies are Weapons”  
BB: Sabo “Pigskin, Patriarchy and Pain”  
GROUP D POST

W April 12

GW Chap 12: Sports, “Sportswomen,” p. 451-460  
**Reading TBA**  
GROUP A POST

Week Fifteen

M April 17

GW: Chap 10: Politics, p. 371-387  
GROUP B POST

W April 19

GW Chap 10: Courts and Prisons/ Military, p. 387-405  
GROUP C POST

Week Sixteen

M April 24 **Last Day of Class**

GW: Chap 9: “Gender and Race-Based Illness” p. 319-336 (to “Gendered Illness”)  
GW: Chap 9: “Gender and Race-Based Illness” p. 343-347 and 354-363  
GROUP D POST

**Exam 3 and Revised Essay Due Friday, April 28 VIA SAFE ASSIGN no later than 2:00 pm**

## **Criteria for Participation**

Good discussion participation involves synthesizing and building on comments from others, showing appreciation for others' contributions, and inviting others to say more about what they are thinking.

### **Here are some specific behavioral examples of good discussion:**

Ask a question or make a comment that shows you are interested in what another person says

Ask a question or make a comment that encourages another person to elaborate on something they have already said

Bring in a resource (a reading, web link, video, etc) that adds new information/perspectives to our learning

Make a comment that underscores the link between two people's contributions

Use body language to show interest in what different speakers are saying

Make a comment that summarizes the conversations and/or suggests new directions and questions

Make a comment indicating that you found another person's ideas interesting or useful. Be specific about why you found it useful

Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts

When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others, time to think

Make a comment that at least partly paraphrases a point someone has already made

Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion

Ask a cause and effect question - for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"

Find a way to express appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better.