

<h2 style="text-align: center;">Introduction to Women's & Gender Studies: Sex, Gender, and the Disciplines</h2>	<p style="text-align: center;">Texas Christian University</p>
<p>Instructor: Dr. Margaret Lowry Email: m.lowry@tcu.edu Office: Reed Hall 129 Office Hours: MWF 1-2 PM and by appointment</p>	<p style="text-align: center;">WGST 20003, section 020</p>
<p>Instructor: Ms. Freyca Calderon-Berumen Email: f.calderonberumen@tcu.edu Office: Reed Hall 214 Office Hours: MWF 12-1 PM and by appointment</p>	<p style="text-align: center;">Spring 2015 Scharbauer Hall 4009 MWF 10-10:50 AM</p>

Course Description:

What is Women's and Gender Studies? What, for that matter, is a woman? A man? How do cultural belief systems, unexamined assumptions, and societal institutions affect the way we answer these questions? This course is an introduction to the ways of seeing, thinking, and knowing that characterize the interdisciplinary field of Women's and Gender Studies. The basic goal of the course is to foster a greater understanding of four key concepts in the field: 1) the social construction of gender; 2) intersectionality (the theoretical framework that shows how gender stands in complex relation to other aspects of identity such as race, ethnicity, class, and sexual identity); 3) privilege and oppression; and 4) feminist praxis. Emphasis will be placed on thinking critically about culture, and on the application of ideas raised in class to our lives outside the classroom.

Students will recover and understand the lived experiences of women by studying concepts of gender difference through attending lectures, participating in discussions, and completing assignments. Course readings will facilitate discussion and understanding of differences in age, class, sexual diversity, race, and ethnicity. We invite you into a dialogue with these theorists and scholars in that hopes that we, as an intellectual community, may come to a greater understanding of the world around us.

Course Overview and Outcomes:

This course, like all courses at TCU, has outcomes explaining what students should achieve by the end of the semester. By the end of WOST 20003, students should demonstrate an ability to analyze diversity within (or) across cultures (TCU Core Curriculum Cultural Awareness Learning Outcome #2).

Knowledge Gained:

- Explain and analyze the social construction of gender
- Identify and analyze systems of privilege and oppression
- Articulate the connections and dynamics between feminist theories and practices
- Analyze the intersectionality of gender, race, class, ethnicity, sexuality, and nationality

- Communicate effectively about the need for social transformation
- Demonstrate effective civic engagement

Research and Methodology:

- Interpret information from a wide range of materials from a variety of disciplinary perspectives
- Merge personal knowledge and experiences with feminist theories and activism, the content of women's studies, and other courses to formulate sound, research-supported arguments
- Critically examine the issues presented in women's studies from the global and the local, the universal and the particular

This course fulfills a requirement for the Women's and Gender Studies minor. For more information, please visit: <http://www.womenstudies.tcu.edu/>.

Required Texts & Materials:

- ✓ Christie Launius and Holly Hassel. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*. Routledge, 2015. (ISBN978-1-13-878880-0)
- ✓ Jessica Valenti. *Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*. 2nd Edition. (ISBN: 9781590055611)
- ✓ Regular access to Pearson Learning Studio for .pdf readings on Doc Sharing and links on Webliography
- ✓ TCU email account (important class announcements will go here—you'll need to check it daily)
- ✓ \$\$ for printing texts provided online or on Pearson Learning Studio

Some course texts are available online, and their URLs are provided in the course calendar; others are available as PDFs on Pearson Learning Studio. You must bring hard copies of relevant texts (heavily annotated and carefully read) to every class.

Course Requirements:

Participation: We all know that there is much more to being part of a class than simple presence in the classroom. The success of this class is completely dependent on your engaged and lively participation. Please come to class prepared: read the assigned readings and be ready for class discussions. All students are recognized as viable sources of information and are encouraged to share their knowledge with their academic community. Failure to participate in class will adversely affect your grade; high-quality participation may enhance your grade. Strong participation includes not only speaking out and volunteering ideas for class discussion, but posing thoughtful ideas and questions grounded in and connected with course readings. Be ready to refer to specific paragraphs in our discussions.

Service Learning Activism Project and Portfolio (20%): Since community and social activism play an important role in the evolution of feminism and women's experiences, we will spend a significant part of this class being activists. We'll partner with Fort Worth's Ladder Alliance. In addition to the work you will perform for this organization, you will share your experiences with classmates and the TCU community and engage in critical reflection about your work's connection to gender analysis and theory.

Your grade for this project will be determined by your attendance at the Ladder Alliance visit, participation in the project, and the submission of a Service-Learning portfolio, which includes:

- Response to Ladder Alliance website and site visit
- Summary of research on adult literacy courses and social justice
- Group contract (group)
- Curriculum proposal (group)
- Curriculum plans (group)
- Final Reflection Paper (approx. 5 pp.)

We understand that your Service Learning Activism Project may initially seem like an unconventional assignment. For planning purposes, then, we suggest you dedicate all the care and concern you would to a 15-20 page research paper. Your work in the community will be challenging, but it will also be rewarding, educational, and inspirational. (More details are forthcoming.)

PLEASE NOTE: The Service Learning Project will involve an evening site visit to the Ladder Alliance (date TBA). This site visit is a required part of the course, and all students must attend.

Outside Event Attendance (15%): Because Women's Studies is an academic field that extends outside of the classroom, you will attend four outside events having to do with gender during the course of the semester. You may choose from among the WGST events listed on the syllabus or find an event on your own (be sure get our approval as to whether it is appropriate for the assignment). We will also share additional possibilities as we learn about them. As an alternative, you may watch a film/documentary on a topic related to women's studies from the list of DVDs or database options that we give you. Your choice should be at least 60 minutes in length, and no more than two of your outside event papers may be films/documentaries. You may not write on a film/documentary that was required as homework for class or watched in class.

After attending each event or viewing a film/documentary, you will write a 500-word response paper about it. Your paper should 1) describe the event you attended or film/documentary you viewed and 2) your responses to it in relation to our course content. For part 2, use the following questions to guide you:

- What did you learn that you did not know? What surprised you?
- How did the event or film/documentary expand, counter, or make you rethink ideas or issues we've discussed or read about in class?

You will submit these response papers to the Dropbox (in Pearson Learning Studio). Each paper will be graded on a 10-point scale and according to the following criteria:

- 9-10 pts. An excellent response. Describes the event or film/documentary clearly, and reflects in an insightful way on the link between the event or film/documentary and our class context. Is written in clear and sophisticated prose. Makes an original point that enhances our understanding of the issues at stake in the event or film/documentary. Connects the event to specific class readings. At least 500 words long.

- 8 pts. A good response. Describes the event or film/documentary, and reflects on the link between the event or film/documentary and our class context. Is written in clear prose. Makes a point that enhances our understanding of the issues at stake in the event or film/documentary. Connects the event or film/documentary to specific class readings. In other words, accomplishes all of the things a 9-10 point response accomplishes but differs in degree: the focus might require further narrowing, the point further refining, more evidence and analysis might need to be undertaken. Or perhaps the point is less original or helpful in considering issues at stake. At least 500 words long.
- 7 pts. An average response. Displays evidence that the writer has attended an event or viewed a film/documentary and thought about it. Makes a point, but needs to focus more narrowly or present more evidence. May not connect the event or film/documentary to specific class readings. While grammatically correct, the writing style might need to be polished. Doesn't make an original contribution, but does make an adequate one. Doesn't show the rigor of thought of 8-10 point answers. At least 500 words long.
- 6 pts. A below average response. Does not display evidence that the reader has attended an event or viewed a film/documentary. Does not offer reflection. Does not make a relevant or clear point. Rambles, is off-topic, does not contribute any new or useful understanding of the issues at stake. At least 500 words long.
- 0-5 pts. Does not meet the basic requirements of the assignment.

Please note: There is no set due date for each response paper, so you will need to be responsible for completing them in a timely manner. All responses must be submitted to the Dropbox by Friday, April 24 at 10 AM.

Reading Quizzes (10%): Every reading assignment should be completed by the specified date, and you should be prepared to discuss the readings in a critical and productive fashion. In an effort to keep you on your toes, there will be unannounced reading quizzes. To be successful, you will need to read each text actively, take notes, and practice any other active reading habits you find useful. You will be allowed to drop your two lowest quiz scores. There are no makeup quizzes, except in the case of an official university excused absence. If you are absent on the day of a quiz, that quiz will count as one of your dropped scores.

Midterm Exam (20%): At mid-term you will take an in-class exam. We will discuss this further as the date approaches.

Final Exam (20%): During the final week of class, you will be given a take home essay exam question. A 1000-word essay will be due to Dropbox during the final exam period. We will discuss this further as the date approaches.

Reflection and Analysis Writing Assignments (15%): Throughout the semester, you will be asked to complete short writing assignments that ask you to reflect on and/or analyze how the course material relates directly to your lives and the society in which we live. These writing assignments will help you think through course material and will prime the pump for class discussion.

You will submit these response papers to the Dropbox (in Pearson Learning Studio) by 10 AM on the due date. Each paper will be graded on a 10-point scale and according to the following criteria:

- 9-10 pts. An excellent response. Clearly addresses the questions raised in the prompt and reflects in an insightful way on the link between the personal experience/research and our class context. Is written in clear and sophisticated prose. Makes an original point that enhances our understanding of the issues at stake. Connects the event to specific class readings. At least 500 words long.
- 8 pts. A good response. Addresses the questions raised in the prompt, and reflects on the link between the personal experience/research and our class context. Is written in clear prose. Makes a point that enhances our understanding of the issues at stake in the personal experience/research. Connects the personal experience/research to specific class readings. In other words, accomplishes all of the things a 9-10 point response accomplishes but differs in degree: the focus might require further narrowing, the point further refining, more evidence and analysis might need to be undertaken. Or perhaps the point is less original or helpful in considering issues at stake. At least 500 words long.
- 7 pts. An average response. Displays evidence that the writer has thought about personal experience/research. Makes a point, but needs to focus more narrowly or present more evidence. May not connect ideas to specific class readings. While grammatically correct, the writing style might need to be polished. Doesn't make an original contribution, but does make an adequate one. Doesn't show the rigor of thought of 8-10 point answers. At least 500 words long.
- 6 pts. A below average response. Does not offer reflection. Does not make a relevant or clear point. Rambles, is off-topic, does not contribute any new or useful understanding of the issues at stake. At least 500 words long.
- 0-5 pts. Does not meet the basic requirements of the assignment.

Course Policies and Procedures:

Grading: It is important to remember that simply fulfilling the *minimum* requirements of the course warrants an average grade (as in C), not an exemplary grade (as in A). Actively participating and completing assignments on time is not something that earns "extra credit" or an automatic A; it's expected of you for being in the course. A higher grade will be based on the distinctive quality and development of your work, on your ability to support your analyses and engage with the material, and your willingness to explore new subjects and ideas.

Below is a thumbnail breakdown of how we view letter grades:

A—excellent overall

B—good with some excellent aspects

- C—adequate
- D—mostly adequate with some unacceptable aspects
- F—unacceptable overall

Below is a breakdown of assignments in this course and their respective point values. Overall grades will be calculated as a percentage of the above point total:

Assignment
Service Learning Activism Project (20%)
Reading Quizzes (10%)
Outside Event Attendance (15%)
Reflection and Analysis Writing (15%)
Midterm Exam (20%)
Final Exam (20%)

Grading Scale

	87-89 B+	77-79 C+	67-69 D+	0-59 Fail
93-100% A	83-86 B	73-76 C	64-66 D	
90-92 A-	80-82 B-	70-73 C-	60-63 D-	

This is the TCU-approved grading scale and is non-negotiable.

Short writing assignments will be evaluated within one week. Essays will take longer (one-two weeks). Your patience with the evaluation process is very much appreciated.

Email: Email is by far the best way to reach us. If you have a question or concern, let's talk: send an email. But please, help us to help you. Follow the following email guidelines:

- Be clear: Emails to us should have a clear, specific subject line related to the topic of that particular email.
- Be reasonable: We check email frequently and are very responsive to students, but we sometimes get a chuckle from student emails sent at 2:00 AM requesting something by 8:00 AM. We will strive to respond to your emails within 24 hours.

Policies:

Attendance: You are allowed a total of six absences, excused or unexcused, during the semester. Absences in excess of this number will result in a lowered course grade (half a letter grade for every additional absence). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. Nine unexcused absences constitute grounds for failure of the course.

Late Work: We do not accept late work, and in-class assignments cannot be made up if you are absent unless a) the student has an official university absence **and** b) the instructor has agreed to late submission *in advance of the due date*. Although we are unwavering in these guidelines, we are not unreasonable. If you find you are unable to submit work and are falling behind, please contact Dr. Lowry immediately. Silence is rarely the best way to handle academic issues. An open line of communication is one of the best ways to ensure your success in this course.

Class Decorum: Our class sessions are short, and they require your full attention. Please turn off and put away cell phones and other electronic devices before class begins. Please do not place your phone in your lap, in your pockets, or on your desk. Store newspapers, crosswords, magazines, bulky bags, and other distractions under your desk. Get in the habit of taking notes by hand, in a designated notebook. You'll be notified if you should bring laptops to class for work; otherwise, assume you won't need them. **Failure to adhere to these policies will seriously impair your success in this class.**

Thanks to the feminist revolution, generalized pronouns and other biased references are no longer acceptable in any class. You may not use "he" or "him" or "man" to refer to both men and women. "Mankind" can be replaced by "humans" or "humankind," and "he" can be "she or he." See this link for further information: "Stereotypes and Biased Language" <http://owl.english.purdue.edu/owl/resource/608/05/>

We envision our classroom as a place where we can share our ideas, thoughts, and questions without fear of being made fun of or embarrassed. Our classroom interaction will be based on respect for all of the writers and readers we encounter this semester.

Office Hours: During the hours posted above, we will be in our offices and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see us during these hours—that time is yours. We do not use office hours to do other, "real" work. Meeting with you is our real work, and we look forward to seeing you. If the hours don't work for you, make an appointment with us by email.

TCU Center for Writing: The William L. Adams Center for Writing is an academic service available to all TCU students. Writing specialists and peer tutors are available for one-on-one tutorials from 8:00 a.m. to 5:00 p.m. Monday through Friday in Reed Hall, Suite 419. Students can also visit the Center for Writing annex in the Information Commons area of the library Sunday through Thursday from 6:00 p.m. to 9:00 p.m. Online tutorials are also available. To make an appointment for either location or to use the online tutorial service, please visit the Center for Writing web site at <http://www.wrt.tcu.edu/>.

Policies and Procedures for Students with Disabilities: TCU complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. The University shall provide reasonable accommodations for each eligible student who a) has a physical or mental impairment that substantially limits a major life activity, b) has a record or history of such an impairment, or c) is regarded as having such an impairment. Eligible students should contact the Coordinator for Students with Disabilities as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator for Students with Disabilities.

Academic Dishonesty: Presenting someone else's words or ideas as your own are serious offenses that can result in penalties as severe as dismissal from the university. It may be particularly tempting in a writing course to simply cut and paste material from the Internet into your essays. Don't be tempted; the penalties are severe. If you are caught plagiarizing in this course, you will fail the assignment in question. You may also fail the course. We urge any of you who don't understand what plagiarism is or how to avoid it to contact us

immediately and/or read TCU's academic misconduct policy, found here:<http://www.catalog.tcu.edu/2011-2012/undergraduate/1411.htm>

The following examples apply specifically to academic misconduct in TCU courses:

Plagiarism: The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

Multiple Submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

Sanctions imposed for cases of academic misconduct range from zero credit for the assignment to expulsion from the University. This policy applies to quizzes, threaded discussions, and drafts as well as final papers.

"Sometimes we are blessed with being able to choose
the time, and the arena, and the manner of our revolution,
... but more usually
we must do battle where we are standing."
--Audre Lorde

Course schedule:

- All readings and assignments are due on the date listed on the syllabus unless otherwise indicated.
- This syllabus is subject to change.
- All readings are in *Threshold Concepts in Women's and Gender Studies (TCWGS)* or *Full-Frontal Feminism (FFF)* unless otherwise noted.

- PLS refers to Pearson Learning Studio (formerly eCollege), where additional readings assignments can be found under DocSharing>Readings.
- You are responsible for bringing all readings to class in **HARD COPY**.

I. THRESHOLD CONCEPTS

Week One

M Jan 12 Introduction to course and each other

W Jan 14 What Is Feminism?

- TCWGS, Ch. 1
- Watch Chimamanda Ngozi Adichie TED talk, “We Should All Be Feminists” (ONLINE) https://www.youtube.com/watch?v=hg3umXU_qWc
- Watch Beyoncé sampling Adichie in concert (ONLINE) <https://www.youtube.com/watch?v=tkIAQGLhldY>

F Jan 16 What is Feminism? (cont.)

- Zeilinger, “Please Stop Calling Me a Feminist (Or Houston, We Have a PR Problem) from *A Little F’ed Up: Why Feminism Is Not a Dirty Word*, PLS
- Reflection and Analysis #1:** Answer the TCWGS Ch. 1 “Skills Assessment” questions that begin, “Consider your own educational experiences. . .” **Due today** in Dropbox.

Week Two

M Jan 19 MLK Holiday! Have fun and be safe!

W Jan 21 Service Learning and WGST

- Trigg and Balliet, “Learning Across Boundaries,” PLS
- Brubiski and Semaan, “Activist Learning vs. Service Learning in the Women’s Studies Classroom,” PLS

F Jan 23 Service Learning and WGST (cont.)

- Women and Poverty in Tarrant County: <http://www.ywcafortworth.com/web/women-and-poverty-in-tarrant-county/>
- San Diego Family Justice Center: <http://www.sandiego.gov/sandiegofamilyjusticecenter/>
- OneSafePlace: <http://onesafeplace.org/>
- Ladder Alliance: <http://ladderalliance.org/>

Week Three

M Jan 26 Threshold Concept #1: The Social Construction of Gender

- TCWGS, Ch. 2
- Reflection and Analysis #2:** Choose one of the three “Evaluating Prior Knowledge” questions at the end of Ch. 2 and respond to it in writing. **Due today** in Dropbox.
- Reflection and Analysis #3:** Choose one of the four “Application Exercises” at the end of Chapter 2 and respond in writing. **Due Wed, Feb. 4** in Dropbox.

- W Jan 28 The Gender Binary
- Lorber, "The Social Construction of Gender, PLS
 - Fine, "Unraveling Hardwiring," PLS
 - Kivel, "The Act-Like-a-Man Box," PLS

F Jan 30 In-Class Work on Service Learning Project: Discuss possible learning outcomes and activities for the Ladder Alliance Business English course.

Week Four

- M Feb 2 Reimagining Masculinity
- hooks, "Feminist Masculinity" from *Feminism Is for Everyone*, PLS
 - Yogachandra, "Teaching Positive Masculinity" (ONLINE)
<http://www.theatlantic.com/health/archive/2014/05/becoming-men-teaching-positive-masculinity/361739/>
 - Valenti, "Boys Do Cry," *FFF*

- W Feb 4 Disrupting Gender Norms
- Weil, "What if It's (Sort of) a Boy and (Sort of) a Girl?" (ONLINE)
http://www.nytimes.com/2006/09/24/magazine/24intersexkids.html?oref=slogin&_r=0
 - Padawar, "What's So Bad about a Boy Who Wants to Wear a Dress?" (ONLINE) <http://www.nytimes.com/2012/08/12/magazine/whats-so-bad-about-a-boy-who-wants-to-wear-a-dress.html?pagewanted=all>
 - Conlin, "The Freedom to Choose Your Pronoun" (ONLINE)
<http://www.nytimes.com/2011/10/02/fashion/choosing-a-pronoun-he-she-or-other-after-curfew.html>
 - Reflection and Analysis #3 due today on PLS Journal.**

F Feb 6 In-Class Work on Service Learning Project: Discuss list of 28 lessons and sample lesson. Assign lessons.

Week Five: TCU's V WEEK!

- M Feb 9 Threshold Concept #2: Privilege and Oppression
- TCWGS*, Ch. 3
 - Reflection and Analysis #4:** Respond to the "Evaluating Prior Knowledge" questions at the end of Ch. 3. **Due today** in Dropbox.
 - Reflection and Analysis #5:** Choose one Application Exercise or Skills Assessment from Ch. 3 and respond in writing. **Due Wed. Feb 16** in Dropbox.

- W Feb 11 Local and Global Privilege
- McIntosh, "Unpacking the Invisible Knapsack," PLS.
 - Hill Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," PLS.
 - Zeilinger, "Global Misogyny: The Cold, Hard Facts" from *A Little F'ed Up*, PLS
 - Watch Chimamanda Ngozi Adichie TED talk, "The Danger of a Single Story"

(ONLINE)http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

F Feb 13 Case Study: Marriage

- Carbone and Cahn, pp. 1-12, 45-89 from *Marriage Markets: How Inequality Is Remaking the American Family*, PLS

Sat/Sun Feb 14/15 **WGST EVENTS: Performances of *The Vagina Monologues* will be held on 2/14 (2:30 and 7:30) and 2/15 (2:30).**

Week Six

M Feb 16 Case Study: Marriage (cont.)

- Card, "Against Marriage and Motherhood," PLS
- Callahan, "Same-Sex Marriage: Why It Matters—at Least for Now," PLS
- Reflection and Analysis #5 due** in Dropbox.

W Feb 18 Threshold Concept #3: Intersectionality

- TCWGS*, Ch. 4
- Reflection and Analysis #6:** Respond to one of the two "Evaluating Prior Knowledge" questions in writing. **Due today** in Dropbox.
- Reflection and Analysis #7:** Complete Writing Prompt B. Due **Wed., March 4** in Dropbox.

Th Feb 19 **WGST EVENT: Kim Lubel to Speak on Women and Business.** 5-6:20 PM in Rees-Jones. For more information about Lubel, see http://www.nytimes.com/2014/04/06/business/kim-bowers-of-cst-brands-on-managing-up-vs-managing-down.html?_r=1

F Feb 20 Identifying and Describing Intersectionality

- Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," PLS
- hooks, "Feminist Class Struggle" and "Global Feminism" from *Feminism Is for Everybody*, PLS
- Cachola et al, "Women Working Across Borders for Peace and Genuine Security," PLS

Week Seven

M Feb 23 **First Draft of Business English Curriculum Due.**

In-class reflection on the development process and ideas for moving forward.

W Feb 25 Case Study: Violence Against Women

- Review the National Domestic Violence Hotline website (ONLINE) <http://www.thehotline.org/>
- Review the National Teen Dating Hotline website (ONLINE) <http://www.loveisrespect.org/>
- Valenti, "The Blame and Shame Game," FFF
- Watch Jackson Katz TED talk "Violence against Women—It's a Man's Issue" (ONLINE) <https://www.youtube.com/watch?v=KTvSfeCRxe8>

Th Feb 26 **WGST EVENTS: Celebration of Faculty Research**, 5-6:45 PM in Rees-Jones Hall Atrium & Jeannine Gailey on “Women of Size and the ‘Obesity Epidemic’: Weight and Gender Discourse in Contemporary Society,” 7 PM in Moudy N 141

F Feb 27 Review for Midterm

Week Eight

M March 2 **MIDTERM EXAM**

WGST EVENT: Jodi Cobb, National Geographic Photographer, “Stranger in a Strange Land,” 6 PM in BLUU Ballroom

T March 3 **WGST EVENTS: Nada Elias-Lambert to Speak on Partner Violence among College-Aged Women and Men.** 5-6:20 PM in Rees-Jones & Val Moghadam, “Democratization and Women’s Political Leadership in North Africa,” 6 PM, BLUU Auditorium

W March 4 Case Study: Violence Against Women (cont.)

- Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” PLS.
- Perez, “When Sexual Autonomy Isn’t Enough: Sexual Violence Against Immigrant Women in the United States,” from *Yes Means Yes*, PLS
- Reflection and Analysis #7 due**

F March 6 Independent group work on service learning project

Week Nine

March 9-13 Spring Break! Have fun and be safe!

Week Ten

M March 16 Case Study: Violence and LGBTQ

- Bates, “Let’s Not Get it Twisted” (ONLINE) <http://www.biomedsearch.com/article/Lets-not-get-it-twisted/258131240.html>
- “Unfinished Lives” blog (ONLINE) <http://unfinishedlivesblog.com/category/hate-crime-statistics/>
- PFLAG, “Guide to Being a Straight Ally” (ONLINE) <http://community.pflag.org/Document.Doc?id=139>
- Second draft of Curriculum Due**

W March 19 **Curriculum Draft Workshop**

F March 20 Threshold Concept #4: Feminist Praxis

- TCWGS*, Ch. 5
- Valenti, “Get to It,” *FFF*
- Reflection and Analysis #8:** Respond to the first discussion question at the end of Ch. 5. **Due today** in Dropbox.

- Reflection and Analysis #9:** Respond to the third discussion question at the end of Ch. 5. **Due on Mon., April 6** in Dropbox.

Week Eleven

- M March 23 Case Study: Malala Yousafzai
- Watch Ziauddin Yousafzai's TED talk, "My Daughter, Malala" (ONLINE) <https://www.youtube.com/watch?v=h4mmeN8gv9o>
 - Watch Malala Address UN Youth Assembly (ONLINE) <https://www.youtube.com/watch?v=3rNhZu3ttIU>
 - Safi, "How to Keep Malala from Being Appropriated" (ONLINE) <http://omidsafi.religionnews.com/2013/10/12/malala/>
 - Fazl-E-Haider, "Malala vs Extremism," PLS

- W March 25 Case Study: Religion and Social Justice: One Rector's Experiences
- Readings TBA
 - Class visit from Reverend Carlye Hughes, Rector of Trinity Episcopal Church. For more information about Reverend Hughes see <http://www.fortworthtrinity.org/about/clergy/the-rev-carlye-j-hughes/>

- F March 27 Case Study: Feminist Appropriation of La Virgen de Guadalupe
- Elenes, "Spiritual Roots of Chicana Feminist Borderland Pedagogies: A Spiritual Journey with Tonantzin/Guadalupe," PLS
 - Cisneros, "Guadalupe, the Sex Goddess" (ONLINE) <http://scarlet-blu.livejournal.com/7632.html>
 - Kittredge, "Queer Lady of Guadalupe: Artists Re-Imagine and Icon" (ONLINE) <http://jesusinlove.blogspot.com/2010/12/queer-lady-of-guadalupe-artists-re.html>
 - Final Draft of Business English Curriculum Due**

Week Twelve

- M March 30 Case Study: Women in the Media
- Watch *Miss Representation* in class

- W April 1 Women in the Media (cont.)
- Finish *Miss Representation*

Th April 2 Last day to drop!

F April 3 Good Friday Holiday! Have fun and be safe!

APPLYING THRESHOLD CONCEPTS TO ADDITIONAL TOPICS

Week Thirteen

- M April 6 Chicana Feminism and *Testimonio*
- Hurtado, "Stitios y Lenguas"
 - Delgado Bernal and Elenes, "Chicana Feminist Theorizing"
 - Delgado Bernal, Burciaga & Flores Carmona, "Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political"
 - Reflection and Analysis #9 due** in Dropbox.

- W April 8 Sex and Sexuality
- Valenti, "Feminists Do It Better," FFF
 - Corinna, "An Immodest Proposal" (ONLINE)
http://www.scarleteen.com/article/gender/an_immodest_proposal
 - Wade, "The Hookup Elites"
(ONLINE) http://www.slate.com/articles/double_x/doublex/2013/07/hookup_culture_for_the_white_wealthy_and_beautiful.html
 - Reflection and Analysis #10:** Prompt TBD. **Due on Mon., April 13** in Dropbox.

- F April 10 Sex and Sexuality (continued)
- Shereen El-Feki TED talk, "A Little Told Tale of Sex and Sensuality"
(ONLINE) <https://www.youtube.com/watch?v=x95nwillkai0>
 - Blank, "The Process-Oriented Virgin," from *Yes Means Yes*, PLS.
 - Service learning portfolio due.**

Week Fourteen

- M April 13 Sex and Sexuality (continued)
- Kramer Bussel, "Beyond Yes or No: Consent as Sexual Process," from *Yes Means Yes*, PLS
 - Troost, "Reclaiming Touch: Rape Culture, Explicit Verbal Consent, and Body Sovereignty" from *Yes Means Yes*, PLS
 - Abraham, "Teaching Good Sex"
(ONLINE) <http://www.nytimes.com/2011/11/20/magazine/teaching-good-sex.html?pagewanted=all&r=0>
 - Reflection and Analysis #10 due** in Dropbox.

- W April 15 Human Trafficking
- Watch Kevin Bales's TED talk, "How to Combat Modern Slavery (ONLINE)
<https://www.youtube.com/watch?v=HUM2rCIUdeI>
 - Watch Sunitha Krishnan's TED talk, "The Fight Against Sex Slavery"
(ONLINE) <https://www.youtube.com/watch?v=jeOumyTMC18>
 - Review Polaris Project website and blog (ONLINE)
<http://www.polarisproject.org/about-us/overview>
 - Review Traffic 911 website (ONLINE) <http://www.traffick911.com/>

- Th April 16 **WGST EVENT: WGST Undergraduate Research and Creativity Showcase,**
4-6 PM, Schar 1010

- F April 17 Reproductive Rights
- Valenti, "If These Uterine Walls Could Talk," *FFF*
 - Hassdedt, "The State of Sexual and Reproductive Rights in the State of Texas: A Cautionary Tale" (ONLINE) <http://www.guttmacher.org/pubs/gpr/17/2/gpr170214.html>
 - Reflection and Analysis #11:** Prompt TBD. **Due on Mon., April 20** in Dropbox.

Sat April 18 **WGST EVENT: Garden Party**, 4-6 PM, Location TBA

Week Fifteen

- M April 20 Reproductive Rights (cont.)
- Sistersong, "Why is Reproductive Justice Important for Women of Color?" (ONLINE) http://www.sistersong.net/index.php?option=com_content&view=article&id=141&Itemid=81
 - Tillet, "Forced Sterilization and the Future of the Women's Movement" (ONLINE) <http://www.thenation.com/blog/175175/forced-sterilizations-and-future-womens-movement>
 - Hassdedt, "Toward Equity and Access: removing Legal Barriers to Health Insurance Coverage for Immigrants" (ONLINE) <http://www.guttmacher.org/pubs/gpr/16/1/gpr160102.html>
 - Reflection and Analysis #11 due** in Dropbox.

- W April 22 Women and Work
- AAUW, "Graduating to a Pay Gap" (ONLINE) <http://www.aauw.org/resource/graduating-to-a-pay-gap-executive-summary-and-recommendations/>
 - Hegewisch et al, "Separate and Not Equal? Gender Segregation in the Labor Market and the Gender Pay Gap," PLS.
 - National Women's Law Center, "Fair Pay for Women Requires Increasing the Minimum Wage and Tipped Minimum Wage" (ONLINE) <http://www.nwlc.org/resource/fair-pay-women-requires-increasing-minimum-wage-and-tipped-minimum-wage>
 - Reflection and Analysis #12:** Prompt TBD. **Due on Fri., April 24** in Dropbox.

- F April 24 Women and Work (continued)
- Crittenden, "The Mommy Tax," PLS
 - Slaughter, "Why Women Can't Have It All" (ONLINE) <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>
 - Watch Sheryl Sandberg TED talk, "Why We Have Too Few Women Leaders" (ONLINE) <https://www.youtube.com/watch?v=18uDutylDa4>
 - Reflection and Analysis #12 due** in Dropbox.

Week Sixteen

M April 27 Summing Up

W April 29 Review for Final Exam

Final Exam: Due in PLS Dropbox by Monday, May 4 at 10:30 am