

UC 12363 13F
revised

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2013

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

APPROVED OCT 23 2013

1. Department: Women's, Gender, and Sexuality Studies College: CLASS
2. Faculty Contact Person: Guillermo de los Reyes Telephone: 3-3716 Email: jdelosreyes@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
WOST / 2350 / Introduction to Women's Studies
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
WOST / 2350 / INTRO. TO WOMEN'S STUDIES
 - SCH: 3.00 Level: SO CIP Code: 0502070001 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): BA
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
WOST / 2350 / Introduction to Women's Studies
 - Course ID: 44553 Effective Date (currently active row): 8262013
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Gender dynamics and women's experiences, social roles and expressions across western and world societies in the arts, religion, history, literature, science, politics and the family.
10. Dean's Signature: _____ Date: _____
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Women's, Gender, and Sexuality Studies

Person Making Request: Guillermo de los Reyes

Telephone: 3-3716

Email: jdelosreyes@uh.edu

Dean's Signature: _____

Date: 10/17/2013

Course Number and Title: WOST 2350

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- Students will gain a historical, cross-cultural, and global understanding of gender dynamics and of women's resistance movements against a background of social, cultural, and political oppression.
- Students will examine the way gendered experience is differentiated and inflected by intersections with race, class and sexuality.
- Students will develop critical thinking skills that move beyond simple awareness of issues to examining and questioning assumptions about the operation of gender in our world.
- Students will develop strong skills in textual and visual analysis, and refine their skills in communicating ideas through reading and writing.
- Students will learn to work cooperatively. They will analyze and interpret issues raised in the reading assignments and answer questions as a team.
- Students will get an overview of women's studies scholarship in multiple disciplines.
- Students will become familiar with the interdisciplinary methods of research central to Women's Studies.
- Students will research appropriate materials and document sources correctly, using MLA as a standard citation method.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a three-page paper and present a correlating oral presentation, which analyzes a topic treated in the course.

Sample paper assignment:

The generation and presentation of an advocacy/activism project is a demonstration of your ability to synthesize knowledge, analyze issues, and discuss their impact on women's and/or men's lives. You will choose an issue, research it and educate an outside audience on it through a presentation. This presentation may be accomplished in a variety of media, depending on individuals' majors and/or interests. Possibilities include: creative writing; artwork or photography; a blog or web broadcast; a video or voice documentary; an oral or written history project; a performance piece; a zine or newsletter; advocacy posters or educational presentations; a survey; raising awareness through a protest; a multi-media presentation; or other medium, as approved by the professor. All projects will also include both a written analytical essay with documented research on the topic treated in the project and a short class presentation about both the research and the educational presentation. Written essays will be at least three pages. In-class presentations will be scheduled for the end of term. The essay and project materials are turned in on the scheduled presentation day.

Communication Skills:

In the above assignment, students will demonstrate the ability to communicate effectively, with feedback on how to further improve from the teacher.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the above assignment, students will explore issues of social responsibility by choosing topics specifically related to matters of gender equity.

Personal Responsibility:

In the above assignment, students will demonstrate personal responsibility, by carrying out the steps of the project. The activism project per se involves examination of the dynamics of personal responsibility for citizens around issues of social equity.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

All sections will assign an analysis of women's roles and/or gender dynamics in a literary or other cultural text. In all written assignments, students will explore issues of social and personal responsibility around issues of gender roles and in/equity.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

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Language, Philosophy, & Culture

Social & Behavioral Science

- Creative Arts
- Life & Physical Sciences

- Component Area Option

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- Critical Thinking
- Communication Skills
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

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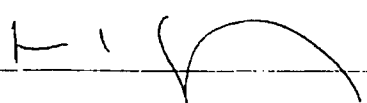
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Dept. Signature: _____

 (Elizabeth Gregory, WGS Director)

University of Houston
Women's, Gender and Sexuality Studies Program
WOST 2350: Introduction to Women's Studies
Fall 2012

Dr. Sylvia Morin	Class CRN – 20688 (AH 9): MW, 4:00 pm – 5:15 pm
Office: AH 624 (WOST Conference Room)	
Telephone: 713-743-3214	
E-mail: sylvievmorin@gmail.com	
Office Hours: MW, 3:00 – 3:45 pm and by appt.	

COURSE DESCRIPTION

Introduction to Women's Studies introduces the central issues that address the study of women and gender. The aim of the course is to allow the learner to explore the role that gender plays for both men and women. Through the familiarization of feminist terms, theories, methods of research and analysis, contemporary debates in the field, and activism in a transnational context, the student will develop a new critical consciousness in which questions are approached from a global and interdisciplinary perspective. Some of the key ideas that will be examined focus on power and inequalities, while establishing links and connections rather than simplistic commonalities. This course engages with women's lived experience, the institutionalization of Women's Studies and Gender Studies, social movements and activism, and histories of gender and sexuality. Women's Studies is not only field of study, but a methodology, a way of seeing and asking questions about the world around us. As part of this course, you also will engage in knowledge production, contributing to existing scholarship and information.

COURSE PREREQUISITE

Passing grade in English 1304 or equivalent. You cannot be simultaneously enrolled in this course and English 1304.

CORE REQUIREMENTS

This course is CORE approved for Humanities, and therefore must meet the following requirements for student achievement per University guidelines:

- substantial practice at reading comprehension,
- enhancement of writing skills,
- development of critical thinking skills, and
- use of proper research methods.

All of these skills are essential to mastering the material and fulfilling the CORE requirement. You will read for this class before every class meeting. You will write something for class every week. You will practice critical thinking during every class meeting, and you will conduct research throughout the term as you prepare for your advocacy/activism project.

Per CORE requirements, your critical response papers and final advocacy/activism project paper will be evaluated for grammar, clarity of expression, style, critical thinking, and research documentation.

LEARNING OUTCOMES

- Develop strong skills in reading, textual interpretation, and visual analysis; learn to communicate ideas through speaking and writing.
- Learn to work cooperatively as a team, analyzing and interpreting issues raised in the reading assignments and answering questions as a team.
- Develop critical thinking skills that move beyond simple awareness and that question taken-for-granted assumptions about women and men.
- Gain a historical, cross-cultural, and global understanding of women's resistance movements against social, cultural, and political oppression, acknowledging the contributions and strengths of women.
- Demonstrate familiarity with the interdisciplinary methods of research central to Women's Studies through the critical analysis essay requirement.
- Research appropriate materials and document sources correctly using MLA as a standard citation method; learn to incorporate evidence effectively.
- Use technology productively and effectively to fulfill course requirements.

REQUIRED TEXTS – AVAILABLE AT UH BOOKSTORE:

Diamant, Anita. *The Red Tent*. New York: Picador USA, 1998. Print.

Gaspar, de A. A. *Desert Blood: The Juárez Murders*. Houston, Tex: Arte Publico Press, 2005. Print.

Shaw, Susan M, and Janet Lee. *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw-Hill, 2012. Print.

****All of our textbooks will be on reserve for 2-hour in-library use at M.D. Anderson Library (Access Services Room, 1st floor, Gold Wing).****

****Additional readings may be posted throughout the semester via Blackboard Vista****

EVALUATION

Class Participation and Attendance

Attendance	15%
Team work	5%
Homework	5%

Critical Response Papers (4 Entries, 300-325 words) 16%

Quizzes (4) 10%

Exams (2) 20%

Advocacy/Activism Project

Draft of Project Proposal	2%
Final Draft of Project Proposal	2%
Draft of Advocacy/Activism Essay	5%
Final Advocacy/Activism Essay	15%
Presentation	5%

TOTAL 100%

EVALUATION SCALE

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

ATTENDANCE

You are expected to attend class. In accordance with University of Houston policy, students who miss more than 10% of all class meetings can be dropped for excessive absence at the instructor's discretion; **however, such withdrawal is not automatic**. Excessive absences will affect the class participation portion of your grade and may mean that you will fail the course. With that in mind, you are allowed four unexcused absences without any changes to your **participation grade**. Other than religious holidays, as detailed below, **only University-sponsored activities count as excused absences**.

Religious holidays may be excused if the student submits a notice to the instructor stating his or her intention **in advance** of the absence.

Please note that if you arrive twenty minutes or more late to class, or if you leave twenty minutes or more early from class, it will count as an absence.

About Drops

If you wish to drop this course, you must take the appropriate actions to process the drop. While I have the option to drop you for excessive absences, don't depend on me to do this for you. **If you stop attending this class for any reason, and you do not officially drop the course, you will receive an F at the end of the semester.**

ELECTRONICS POLICY

Laptop computers may be used in class during lectures, writing time, and some group projects **only**. Unapproved use of electronic devices such as cell phones, blackberries, computers and others will not be tolerated, and may result in the deduction of points.

In order to reference this course's Blackboard Vista readings during class, you are encouraged to print them out or download them to your computer, or take detailed notes on them. You will not be allowed to use any wireless connections to retrieve these readings from our Blackboard Vista site during class.

LATE POLICY

Late assignments are not accepted. If you know that you will be absent when an assignment is due, *it is your responsibility to submit it electronically on that day or earlier.* If you do not receive a response from me saying that I have received your emailed assignment, then I did not receive it. Tip: Save all emails to your Sent file before sending them to me.

About Missed Work

For all absences, you must notify me ahead of time (or as soon as possible for illnesses and family emergencies) and make arrangements to turn in your work ahead of time (or as soon as you return from illness or handling an emergency). It is your responsibility to contact me about what occurred during your absence and to complete all assignments; otherwise I will apply the penalties for missing work. This includes work missed during an excused absence. **If you know that you will be absent for an exam ahead of time, you may request to take the exam early.** Only in cases of genuine emergency and with proper written documentation, will you be allowed to make-up an exam. *With respect to your final papers, I only grant extensions for papers in cases of emergency and again with proper documentation. Lack of preparation on your part does not constitute grounds for an extension. Missing assignments will be recorded as 0s.*

CLASS WEBSITE

This course has a Blackboard Vista site. You will find handouts, videos shown in class, links to turn in writing assignments, and links to some reading assignments here. To access the site, go to <http://www.uh.edu/blackboard>. Click on the blue "Log In Here" Blackboard Vista button, then sign in with your PeopleSoft information. From there, you can select our course. If you need help signing in, go to http://www.uh.edu/blackboard/faculty/20101_Bb_StudentHandout_20100322.pdf.

While you may find class updates and submit assignments via Blackboard, the majority of your learning will take place in class, so do not assume Blackboard is a substitute for attending class regularly; it is merely a supplement.

PLAGIARISM AND ACADEMIC HONESTY

Plagiarism is an act of intellectual dishonesty that consists of passing off another's words as one's own. Sanctions for infractions of plagiarism are serious, and may result in failing a course and being placed on academic probation. You may, of course, consult other sources for your papers in this course. However, you must cite those sources in a bibliography. If you use another person's words or thoughts in whole or in part in your papers, be sure that your work clearly acknowledges your sources.

REPETITION OF PAPERS USED IN OTHER COURSES

Papers written for another class cannot be used to fulfill the requirements for this course. This will be considered an act of *academic dishonesty*. If you would like to incorporate fragments from a paper written for a different course, you need to obtain written authorization from the professor of that course and from me. For example, if you wrote a paper on Satrapi's *Persepolis* for a different course, and you would like to re-use parts of that work for this class, you must obtain consent from both me and your previous professor. If you do not comply with this regulation, you will be facing sanctions ranging from your grade on the paper being lowered to failing this class.

SUBMITTING PAPERS AND TURNITIN.COM

All students must submit a hard copy of their papers /homework to me **AT THE BEGINNING OF CLASS** on the due date. You must also upload an electronic version of this exact same paper to me via the turnitin link for the assignment found in the class website BEFORE the beginning of class on the assignment due date. Papers uploaded through turnitin after class time will be considered late, even if you submit a hard copy of your paper on time to me in class.

****You will not receive a grade for any paper until it is uploaded via the *turnitin link* for the assignment****

ACADEMIC SUPPORT SERVICES

If you require assistance as outlined by the Americans with Disabilities Act, please meet with me early in the semester. The Center for Students with DisABILITIES (CSD) provides support services and reasonable testing accommodations for qualified students with permanent or temporary health impairments, physical limitations, psychiatric disorders, and learning disabilities. Students who want to know more about these services should consult the Student Handbook, or should contact CSD in Room 110 of the Justin Dart, Jr. Center for Students with DisABILITIES (building #568), 713-743-5400 (voice) or 713-749-1527 (TDD); www.uh.edu/csd.

RESPONSIBILITIES AND METHODS OF EVALUATION

Participation in class discussions at every class meeting. This course is built on students' active participation; **your contributions** are vital to your and the entire class's learning experience. You will be best prepared to participate if you have completed your reading assignment and any homework before class. Our discussions should help you strengthen your critical thinking skills as we share responses, generate ideas, and take apart complex issues. If you are naturally quiet, you will need to make an effort to overcome your silence and speak up; if you are naturally talkative, you will need to make an effort to listen when others speak.

Some classes will be conducted using cooperative learning teams. On those days, you will meet with a permanent team to discuss the readings and perform learning activities. You will work in a group in several ways during our class meetings: small team discussions, investigative learning activities, and peer critique of each other's project proposals and essays. This classroom structure allows everyone to have a chance to talk, interact, and learn in ways that are more difficult with a large group. You will usually produce a written product as a team, which will sometimes be graded. I will explain the benefits, team roles, procedures, and team tasks in more detail early in the semester. On days that you do not meet with your team, you should be prepared to contribute to a class discussion.

YOUR ACTIVE PRESENCE IN CLASS IS VITAL TO YOUR LEARNING!

TEAM WORK

Team work is a mechanism or technique for cooperative learning. You will be assigned to small groups where you will discuss and answer questions about the readings. These group activities are not an opportunity to chat or text, but instead they serve to help you understand the material by working with your classmates. Many of these group discussions will require that you turn in a written assignment at the end of a timed period. *In order for the team to do well, everyone must have read the materials prior to coming to class and must be ready to work. As a result, the grade given to the team is shared by all members of the group; so it is your responsibility to be a good team player.* At the end of the discussions, I will ask the teams to share their insights with the class. You will be receiving more information about team work as the semester progresses. Team Work, obviously, cannot be recreated; you will be assigned a teamwork grade of 0 if you are absent for that day. If you are absent for a group activity, you may request to make up the discussion questions, but your work must be submitted within one week of when the team activity was due. In order to receive full credit for a make-up team discussion, you must answer all parts of the question with specifics and details, in the same manner as would be done had you been in class.

HOMEWORK ASSIGNMENTS

Successful, on-time completion of homework assignments. At times, in addition to your reading assignment, you will be required to complete a brief homework assignment, usually a few questions meant to help you better understand the issues raised by the readings, prepare you for your critical response writing, or for project planning. Completing your homework assignment will give you something to say in class, but don't plan to write yours during class; make a copy to refer to in class and place the original on the desk when you arrive. Remember to type your homework, upload it on Blackboard and print two copies: one to turn in and one for you. Late homework will not be accepted, unless you have already contacted me regarding an excused absence (see the Attendance Policy below). I expect assignments to be **typed** and completed thoroughly.

READINGS

Sections of the text listed in the Seminar Schedule correspond with class days. Additional readings may be announced prior to class and posted via Blackboard Vista. All assigned readings should be completed prior to coming to class!

QUIZZES

There are **four** scheduled quizzes throughout the semester. Quizzes test your ability to remember what you have read or what was discussed in class. Pop quizzes may be given on occasion to ensure that you are keeping up with the readings. Pop quizzes cannot be made up if you are late or absent.

EXAMS

There will be **two** scheduled Exams throughout the semester. These exams will test your intellectual engagement with the course readings, lectures, and discussions. They will reflect your individual abilities to connect, analyze, and synthesize ideas discussed in class, in your critical response papers, and from other learning activities. All of our class activities will prepare you to respond to a few questions that will encourage you to develop conclusions and arguments about the topics we have discussed.

CRITICAL RESPONSE PAPERS

You must write 300-325 words (typed, Times New Roman, double-spaced, standard 12 font) for each of the critical response paper due dates. **Writing less or more than the specified number of words will result in deductions.** These writings are analytical observations and

commentary with respect to the course readings. These are NOT personal diaries or merely a summary of the key points, but rather a direct engagement with the text. The due dates for these entries are specified in the syllabus. *An example will be provided.*

Critical Response Papers should reflect direct engagement with the issues and your growth as a critical thinker. Your writing should respond to the issues brought up by the reading assignments or discussions, build on their ideas, and/or connect the reading assignments to others or to other class discussions. You may choose to write about your personal experiences or observations (for some assignments, this will be required), but your goal for the assignment will always be to stretch your critical thinking by pushing your thoughts beyond obvious ideas and simple connections. Critical response papers that simply repeat class lectures or discussions and/or do not reveal critical thinking will not earn passing grades.

ADVOCACY/ACTIVISM PROJECT

The generation and presentation of an advocacy/activism project is a demonstration of your ability to synthesize knowledge, analyze issues, and discuss their impact on women's and/or men's lives. You will choose an issue raised by the course, research it, and educate an outside audience (a group on campus or in the community) about it with your presentation. This project may be done in a variety of media, depending on your individual major and/or interests. Possibilities include: creative writing; artwork or photography; a blog or web broadcast; a video or voice documentary; an oral or written history project; a performance piece; a zine or newsletter; advocacy posters or educational presentations; awareness raising through surveys or protests; a multi-media presentation; or something else of your own devising.

All projects will also include a written analysis essay with documented research, and a short presentation to the class. The requirements will be discussed in detail the second week of the semester. In class presentations will be scheduled December 3rd and 5th; your essay and project materials will be due on your scheduled presentation day.

Syllabus for WOST 2350

*The following is a tentative schedule of readings and assignments; it is subject to change as the course progresses. Final assignments and updates will be given in class. Students are responsible for staying informed of changes and updates.

Read the assignment and do any homework before our class meeting for that date. Bring your book(s) and your notes to class that day. Be prepared for in-class writing, discussion, and/or teamwork.

Abbreviations: WVFV = *Women's Voices, Feminist Visions: Classic and Contemporary Readings.*

WEEK	Weekly Topic(s)
date (day)	Subtopic
<u>Readings Due:</u>	
DUE: HOMEWORK, JOURNAL, QUIZ, EXAM	

WEEK 1 Introduction: Women's Studies

M 8/27 (Class 1): Introduction

Introductions: students, course, and cooperative learning; In-class writing cooperative learning assignment.

W 8/29 (Class 2): The Value of Education

Readings Due: "Claiming an Education" by Adrienne Rich (via Blackboard Vista and WVFV);

On-line: Excerpt from *Academically Adrift* <http://www.npr.org/2011/02/09/133310978/in-college-a-lack-of-rigor-leaves-students-adrift> (also, listen to the radio story at the "Listen to the Story" link and scroll down to the book excerpt and read that as well);

On-line: "Professor: Value of College Extends Beyond Paycheck" at <http://www.npr.org/2011/06/11/137093258/professor-value-of-college-extends-beyond-paycheck> (also, listen to the radio story at the "Listen to the Story" link);

On-line: "Do Them No Favors, Tell Them No Lies" at <http://chronicle.com/article/Do-Them-No-Favors-Tell-Them/128583/>

On-line: "Latinos Lag in College Completion" at

<http://www.texastribune.org/texas-education/higher-education/latinos-lag-college-completion-report-says>

On-line: "The Women's Crusade" at <http://www.nytimes.com/2009/08/23/magazine/23Women-t.html?pagewanted=1&%2359;s%20crusade&%2339&sq=The%20women&st=cse&scp=1> (all seven pages)

WEEK 2 Women's Studies

M 9/3: NO CLASS - LABOR DAY

W 9/5 (Class 3): Women's Studies and Feminism

Readings Due: *WVfV*: Chapter 1 p. 1-22.

Online: "The Other Running Mates" at <http://campaignstops.blogs.nytimes.com/2012/08/14/the-other-running-mates/?emc=eta1>

Homework 1 Due

WEEK 3 Women's Studies: Perspectives and Practices & Systems of Privilege and Inequality

M 9/10 (Class 4): Feminism & Systems of Privilege

Readings Due: *WVfV*: Guy-Sheftall, Dill, O'Reilly, Baumgardner and Richards, hooks, and Harquail; Chapter 2 p. 42-51.

Homework 2 Due

W 9/12 (Class 5): Systems of Privilege and Inequality

Readings Due: *WVfV*: Chapter 2 p. 51-59; Frye, Lorde, Pharr, McIntosh, and Moraga.

Critical Response Paper 1 Due

*** Last day to drop a course or withdraw without receiving a grade - Wednesday, September 12, 2012**

WEEK 4 Learning Gender & Religion and Spirituality

M 9/17 (Class 6): Learning Gender

Readings Due: *WVfV*: Chapter 3 p. 105-120; Fausto-Sterling, Lorber, and Fine.

Quiz 1

W 9/19 (Class 7): Learning Gender & Religion and Spirituality

Readings Due: *WVfV*: Blackwood, Wong, and Rosenberg; Chapter 12 p. 595-608.

WEEK 5 Religion and Spirituality

M 9/24 (Class 8): Women's Role in Religion

Readings Due: *WVfV*: Haught and McCarthy Brown; *The Red Tent* p. 1-71.

Homework 3 (Advocacy/Activism Project Idea Plan Due)

W 9/26 (Class 9): Women and Abrahamic and Non-Abrahamic Faiths

Readings Due: *WVfV*: Marcos, Almirzanah, and Plaskow; *The Red Tent* p. 72-145.

Critical Response Paper 2 Due

WEEK 6 Religion and Spirituality & Sex, Power, and Intimacy

M 10/1 (Class 10): Women Reinterpretations of Spirituality

Readings Due: *WVfV*: Ostriker and Riswold; *The Red Tent* p. 146-232.

W 10/3 (Class 11): Social Constructions of Intimacy

Readings Due: *WVfV*: Sweas; *The Red Tent* p. 233-321.

Critical Response Paper 3 Due

WEEK 7 Sex, Power, and Intimacy & Inscribing Gender

M 10/8 (Class 12): Social Constructions of Intimacy

Readings Due: *WVfV*: Chapter 4 p. 163-180.

On-line: "Parents decry marketers who push sexuality on little girls" at

<http://yourlife.usatoday.com/parenting-family/story/2011/04/Parents-decry-marketers-who-push-sexuality-on-little-girls/46021496/1>

Exam 1

W 10/10 (Class 13): Sex, Power, and Intimacy & Inscribing Gender

Readings Due: *WVFFV*: Valenti, hooks, Baumgardner, Bass, Rupp, Smith, and Springer; Chapter 5 p. 213-222.

WEEK 8 Inscribing Gender on the Body & Health

M 10/15 (Class 14): Inscribing Gender on the Body

Readings Due: *WVFFV*: Chapter 5 p. 223-233; Steinem, Mullins, Weitz, and Miya-Jervis.

Draft of Project Proposal Due

W 10/17 (Class 15): Inscribing Gender on the Body & Health

Readings Due: *WVFFV*: Martin, and Watts; Chapter 6 p. 279-309, Lewis, et al, and Woods.

On-line: "The Burden of Suboptimal Breastfeeding in the United States" at

<http://pediatrics.aappublications.org/content/early/2010/04/05/peds.2009-1616.abstract>

Homework 4

WEEK 9 Prevention: Health and Reproductive Rights & Family Systems

M 10/22 (Class 16): Health and Reproductive Rights

Readings Due: *WVFFV*: Parks, and Silliman, et al.

On-line: "Overhaul Will Lower the Costs of Being a Woman" at

<http://www.nytimes.com/2010/03/30/health/30women.html>

On-line: "Texas Health Disparities Profile" at

http://www.healthstatus2020.com/owh/disparities/ChartBookData_search.asp (choose Texas from the drop down menu in the "State Profile" box).

On-line: "A New Day for American Consumers" at <http://www.healthcare.gov/news/factsheets/overview.html>

On-line: "Heart disease in women: Understand symptoms and risk factors" at <http://www.mayoclinic.com/health/heart-disease/HB00040> (both pages).

On-line: "Women's health: Preventing top 7 threats" at <http://www.mayoclinic.com/health/womens-health/WO00014> (both pages).

On-line: "Bad Food? Tax It, and Subsidize Vegetables" at

<http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?pagewanted=1&r=1>

On-line: "Baby's Palate And Food Memories Shaped Before Birth" at

<http://www.npr.org/2011/08/08/139033757/babys-palate-and-food-memories-shaped-before-birth> (also, listen to the radio story at the "Listen to the Story" link)

Quiz 2

W 10/24 (Class 17): Family Systems, Family Lives

Readings Due: *WVFFV*: Chapter 7 p. 354-371; Goldman and Miya-Jervis.

Final Draft of Project Proposal Due

WEEK 10 Family Systems and Women's Work

M 10/29 (Class 18): Family and Work Challenges

Readings Due: *WVFFV*: Bruggink and Gomes; Chapter 8 p. 391-413; Mainardi, and Ehrenreich.

Critical Response Paper 4 Due

W 10/31 (Class 19): Women's Work and Creating Culture

Readings Due: *WVFFV*: Chang, and Chapter 9 p. 450-472.

On-line: "Which Chemicals are Linked to Breast Cancer?" at <http://www.breastcancerfund.org/clear-science/chemicals-linked-to-breast-cancer/> (all six of the "Learn More" links and all of the "Tips for Prevention" links for the six topics).

On-line: "Up to a third of breast cancers could be avoided" at http://www.newsvine.com/_news/2010/03/25/4066751-up-to-a-third-of-breast-cancers-could-be-avoided.

On-line: "Girls hit puberty earlier than ever, and doctors aren't sure why" at

http://yourlife.usatoday.com/parenting-family/story/2011/04/Girls-hit-puberty-earlier-than-ever-and-doctors-arent-sure-why/45989054/1?sms_ss=facebook&at_xt=4da31458c4ccc64d%2C0

*** Last day to drop a course or withdraw with a 'W' – Friday, November 2, 2012!**

WEEK 11 Women Confronting and Creating Culture & Resisting Violence

M 11/5 (Class 20): Women Confronting and Creating Culture

Readings Due: *WVFFV*: Woolf, Dickinson, Kort, Douglas, De Leon, Acocella and Cousins, Lenhart, and Piepmeier.

On-line: "Glee' star latest fashion victim in offensive shoot." at

<http://shine.yahoo.com/channel/beauty/glee-star-latest-fashion-victim-in-offensive-shoot-black-and-blue-is-not-the-new-black-2539137/>

Quiz 3

W 11/7 (Class 21): Resisting Violence Against Women

Readings Due: *WVFFV*: Chapter 10 p. 503-524; *Desert Blood* p. 1-85.

Draft of Advocacy/Activism Essay Due

WEEK 12 Resisting Violence Against Women

M 11/12 (Class 22): Violence and Women of Color

Readings Due: *WVFFV*: Smith, Swartz, and Davis; *Desert Blood* p. 86-211.

W 11/14 (Class 23): Confronting Violence

Readings Due: *WVFFV*: St. George, Bridges, and Roy, et al.; *Desert Blood* p. 212-346.

Quiz 4

WEEK 13 State, Law, and Social Policy

M 11/19 (Class 24): State, Law, and Social Policy

Readings Due: *WVFFV*: Chapter 11 p. 548-569; Sander and Moltz, Hugmeyer, and Benedict.

Homework 5

W 11/21: NO CLASS – THANKSGIVING HOLIDAY

WEEK 14 Activism, Change, and Feminist Futures

M 11/26 (Class 25): State, Law, and Social Policy & Feminist Futures

Readings Due: *WVFFV*: Chapter 13 p. 640-654; Hogeland, Kimmel, Pollitt, Bailey and Gumbs.

On-line: "Raising the Baby Question" at <http://www.thenation.com/article/raising-baby-question>

W 11/28 (Class 26): Feminist Futures

Exam 2

WEEK 15 Presentations

M 12/3 (Class 27): Student presentations: Attendance is expected.

ADVOCACY/ACTIVISM PROJECT ESSAY DUE.

W 12/5 (Class 28): Student presentations: Attendance is expected.

ADVOCACY/ACTIVISM PROJECT ESSAY DUE.