Spring 1-15-2009

WST 2309G-003: Women, Men, and Culture

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Women, Men, and Culture
WST 2309G sect. 003, CRN 32623
Dr. Jeannie Ludlow
Spring, 2009
3:30-4:45 p.m. TR
in 2721 Coleman

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E-mail: jlldow@eiu.edu
Mailbox: English, 3351 Coleman Hall
Office Hours: TR 11-noon; W 8:30-11
Other times available by appointment.

Course Description for WST 2309G:
From Undergraduate Catalog: “Examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social." In this section of WST 2309G, we will examine these frameworks via required films as well as assigned readings.

WST 2309G is a Social Sciences General Education course that fulfills the cultural diversity requirement. As such, this course aims to foster “responsible citizenship in a diverse world” through “understanding [of] society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one’s personal responsibility for being not only a good citizen, but also a steward of the environment” (Undergraduate Catalog http://catalog.eiu.edu/preview_program.php?cato id=16&pid=18654&bc=1 ).

Course Format: This is a writing-intensive, discussion- and participation-oriented course; assignments function as preparatory work for and the bases of the learning process, not as ends in themselves. Students have primary responsibility for the focus and tone of class discussions. Written work may be revised at the discretion of the professor and within a reasonable time frame.

Course Expectations: It is my educational philosophy that each of us is responsible for her/his own education; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials.

We will be discussing ideas and information that make some people uncomfortable; it is absolutely necessary, if we are to learn, to ask questions (especially the difficult ones), to express opinions, and to be respectful of others, especially when we do not agree with them. All opinions and ideas are encouraged in this class; it is never expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate situations and concepts and express lives and opinions clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

Student Learning Objectives for WST 2309G:
1. Students will be introduced to the area of study known as Women’s Studies, including its history, theory, and practice, particularly its focus on gender as a category of analysis.
2. Students will be able to recognize gender, race, sexuality, and class as social constructs.
3. Students will be able to recognize, describe, and critique both patriarchal social structures and feminist critiques of patriarchy.
4. Students will be able to analyze the impact of power, privilege, and oppression on the lives and contributions of diverse persons in the U.S. and the ways values systems shape or relate to these impacts and our cultural conversations about them.
5. Students will learn in an atmosphere that encourages and reinforces a strong positive image of women in the classroom and society.

Special circumstances: Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University’s Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

Materials:
PLEASE NOTE: You are required to do all assigned reading for this course. Four required texts for this course are available from Textbook Rental and one required text is available as a "supplemental text" from the Bookstore. Some required readings will also be available only on-line via WebCT or on electronic reserve via the library.

TRS TEXTS (in order of use)


BOOKSTORE TEXT

SUPPLIES:
You will also need regular access to a computer and the ability to use WebCT. If you need help with this, let me know immediately.

IN ORDER TO PASS THIS CLASS, YOU MUST COMPLETE FOR GRADING:
BOTH EXAMS,
A COMPLETE APPLICATION PORTFOLIO,
AND THE ENTIRE FINAL RESEARCH PROJECT.
EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC FAILURE.

GRADERS will be earned through the following components, each of which will be assigned a letter grade:
20% Participation (includes attendance, in-class writing, in-class activities, quizzes, and discussion, and successful completion of all reading and out-of-class assignments)
20% Applications portfolio (4 entries, 3 pp. each)
20% Two in-class exams
40% Final Research Paper and Presentation (proposal 5%; annotated bibliography 10%; research paper 5%; in-class presentation 5%; final revised paper 15%)

NOTE: Makeup assignments may be accepted in cases of documented hardship or emergency.

LATE POLICY: Late work is strongly discouraged. However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at 3:30 p.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

ATTENDANCE POLICY: You are adults and should make your own choices about attending class; do remember that any choice we make comes with consequences. In this class, the consequence for absence is lower grade or failure of the course. I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are absent, you earn an F in participation that day. In-class assignments will be accepted for grading only on the day they are done (and only if you are in attendance); if you miss a reading quiz or activity, you have missed that assignment and will earn an F on it. In addition, please keep in mind that you will be responsible for everything that is said, viewed, assigned, etc., during any class sessions that you miss. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) and for making sure that you get copies of handouts, worksheets, etc. Please do not e-mail me and ask, "did I miss anything?"

E-mail guidelines: (NOTE: this is good advice for e-mailing all your instructors) When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation and be signed with your name or a recognizable nickname. Your e-mails should also be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. Give me at least one full school day (24 hours, M - F) to answer any e-mail message—I typically do not check my campus e-mail on weekends.

CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the responsibility to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged.

The professor has the responsibility to treat all students fairly and to evaluate students’ work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students’ personal opinions.
Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students’ job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

**ACADEMIC INTEGRITY:** In this course, we will comply with EIU’s academic integrity policy (please see your catalog). I have absolutely no tolerance for plagiarism or cheating. Please note that “plagiarism or cheating” includes (but is not limited to) the following:

1. quoting from a source without citing that source and/or without using quotation marks
2. paraphrasing from a source without citing that source
3. turning in a paper with an incorrect or incomplete works cited list
4. falsifying data
5. turning in someone else’s work as your own—this includes (but is not limited to)
   a. copying another’s work from a quiz or assignment
   b. turning in work that someone else wrote for you
   c. using on-line or hard copy paper mills
6. turning in your own work that was written for another course, without prior permission.

Violations of EIU’s academic integrity policy will result in an automatic failing grade in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/-judicial.

**ABOUT ASSIGNMENTS**

**GENERAL**

all out-of-class written work must be typed, double-spaced, with your name and page numbers on every page, and 1-inch margins all around

all out-of-class written work must be turned in to the professor according to the assignment guidelines

**no cover page and no plastic covers**

all out-of-class written work must use correct grammar, spelling, and writing conventions

all work must be proofread and corrected before submitted—if you need help with this, please contact the Writing Center

I will gladly read rough drafts, at least three week days before an assignment is due

when you send me an assignment via e-mail, please save a disk copy for yourself and watch for a confirmation that I received it; e-mail is not 100% reliable

all assignments are due at 3:30 p.m. sharp on the day indicated on the syllabus, unless otherwise noted; if your work is going to be late, it is best to e-mail me and let me know, right away

it is absolutely imperative that you always keep a copy of anything that you turn in for any class

it is also very important that you keep all graded work for all your courses until you have received your semester grade report (in case there is a mistake in your grades)

**WRITING ASSIGNMENTS**

In-class exams, applications, portfolio entries, and the research project are the primary writing assignments for this course. In order to pass written assignment must have:

a clear thesis or thesis idea (explicitly stated or implied)

all the parts of an essay (intro, body paragraphs, conclusion)

a point (a reason to read it)

an audience (your audience is your classmates, unless otherwise stated in the assignment)

specific examples in every paragraph, which uphold the thesis idea

correct grammar and spelling and correct citations and works cited list.

In order to earn a high grade (A or B), a writing assignment must have all of the above and be of superior quality in terms of critical thinking, analytical, and synthesis writing, and creativity.

Each paper will be graded on the basis of the following (in addition to the above):

does it address the topic, accurately and thoughtfully?
does it analyze and evaluate, rather than simply describe, the topic? does it demonstrate academic writing ability? does it demonstrate your ability to use course theories and concepts correctly? does it directly use and correctly cite course readings/materials? does it show that you have thought through the assignment carefully? does it meet the assignment criteria (length, format, etc.)? was it turned in on time (late work earns lower grades)?

**PARTICIPATION**

participation consists of regular attendance and productive participation in class discussions and in-class activities

A = almost perfect attendance and almost never late; active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit, involving obvious critical thought and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professor; consistent inattention to cell phones and other electronic devices during class

B = almost perfect attendance and almost never late; consistent participation in class discussions and activities, even when confused or struggling with ideas; professional behavior in class (including not carrying on "side" conversations and not being rude) and in all communication with professor; inattention to cell phones and other electronic devices during class

C = consistent attendance with full preparation of course materials but little to no verbal participation in discussions unless required; professional behavior in class and in all communications with professor; consistent "follower" role in group activities; OR consistent enthusiastic participation in discussions and activities, with no explicit evidence of full preparation of course materials; professional behavior in class and in all communications with professor; inattention to cell phones and other electronic devices during class

D = frequent lateness or absence; unprofessional, rude, or inappropriate behavior in class or on the discussion board (including, but not limited to, doing homework for other classes, reading newspapers in class, occasionally attending to cell phones, "side" conversations, etc.)

F = missing class; disruptive or hostile behavior in class or on the course discussion board; frequent attention to cell phones or other electronic devices during class

**TWO IN-CLASS EXAMS**

exams are designed to reward students who keep up with the readings all term and who think critically about the issues raised in class

exams will cover all assigned materials, all in-class activities and texts (including videos, class discussions, and group activities) each exam combines some short-answer questions with in-class essay writing

**APPLICATIONS PORTFOLIO**

-to be turned in as hard copy (not via e-mail)

This assignment is intended to demonstrate your ability to apply what we are learning in class to out-of-class situations and materials. Throughout the semester, you will write four short papers (750-900 words) and turn them in as scheduled. After initial grading, you will revise your four papers and turn them in at the end of the semester in portfolio format. Your portfolio will include all four graded papers plus four revisions. For these papers, you may choose almost anything to analyze and apply the theories to: a newspaper or magazine article; a lecture or event; a scholarly article or book you read for another course; your own personal experience with gender-related issues; an advertisement, a film, a website, a song, a greeting card, etc. There is almost no limit to what you can do with this EXCEPT that all artifacts must be based in or focused on the United States. Many students find this to be a fun assignment with which they can be especially creative. People who procrastinate on their revisions, however, usually do poorly on this assignment.

**PAPERS**—each paper will be about something that we did not discuss in class (that’s the artifact—article, photo, song, movie, book, greeting card, etc.) and will show how you can apply what we did learn in class to that artifact.

Each short paper should include:

1. a material artifact (picture, ad, newspaper article, song lyrics, etc.) or a short description of an event you witnessed/experienced;

2. a 750- to 900-word (approx. 3-4 pp.) analysis of the relationship among the artifact, the specific topic,
and our course readings/materials from that unit of class; and your explanation of why this particular artifact enhances your understanding of course concepts.

PLEASE NOTE: there are nine possible applications topics, but you only write four papers. You may not choose to write five papers and then pick the best four for your grade.

PAPER TOPICS

- Entry #1-sex and sexuality
- Entry #2-abortion/birth control
- Entry #3-gender identity
- Entry #4-education
- Entry #5-war
- Entry #6-race and racism
- Entry #7-spirituality

Organizational of portfolio: this is kind of like doing a personal scrapbook. Each material item should be mounted so I can see it on typing or construction paper, organized appropriately, numbered, and put on the prongs of a 3-prong, 2-pocket cardboard folder next to its own analytical essay. Be sure to put final revision next to the graded copy and label both clearly, so I know which one to grade at the end. Also, please be sure that your left margins are wide enough that I can see/read everything you put into your portfolio.

Grading of entries will be based on the following:

- does the entry address the assigned topic?
- does it meet all requirements?
- is it explicitly related to concepts from assigned readings, from in class discussions, readings, etc. (in other words, your entries should serve as examples of things we are studying in class, and you should be quoting from course readings/materials)?
- does it demonstrate your ability to deal with a broad range of materials in your choices (in other words, each entry must address different materials-don’t do all ads or all movies or all news items)?
- is it analytical in content, not just descriptive or a summary?
- is entry mounted into the portfolio according to assignment requirements and easily read?
- is the entire portfolio well-presented, clear, and creative and/or professional?

Final performance/historical research project with annotated bibliography (created by Dr. Elliot Adams; used with permission).

This project is based on the video "Whoopi Goldberg on Broadway," which we will be viewing in class. For this project, you will create a fictional character from history (similar to Goldberg's characters) and compose (created and write) a monologue that addresses a specific instance or event in your character’s life. Your character/monologue must illustrate some topic or theme that we have covered in this course and must be set before 1975—in other words, your research and your character will be historical. My advice is to choose a topic that interests you and is related in some way to feminism/Women's Studies, and then choose a time period, and then create a person involved in that topic as your character. Please start by doing a "pinwheel" for your character (we'll go over this in class). Keep these questions in mind as you work: who is your character? what is your character's sex? race? sexuality? socioeconomic position? marital status? working life? intellectual life? hobbies/interests? Answers to these questions will round out your character and should be employed as necessary in the presentation of your character (by the presence of visual aids, for example, as Goldberg used the white blouse to signify blond hair for the little girl), but do not necessarily need to be foregrounded as the focus of your character's action.

Once you have decided upon your topic, historical time period, and character, imagine an event in her/his life around which you could develop a monologue which relays and explains that event and its effect on your character. At this point, you will want to begin your background research on both the living conditions of your character and the event that s/he is dealing with and how that event would play out at that moment in time. As you compose the monologue, imagine your character's audience: for example, if your character is a young gay man coming out to someone, to whom is he speaking? How does that determine what he says/does not say? What does he learn in the process of speaking? Be sure to adjust the kind of language and vocabulary your character uses to the historical time period and to the questions you've answered, above (for example, remember how appropriate it was for Goldberg's character, "Fontaine," to be analytical about his experience at the Ann Frank house once you learned of his Ph.D.).

On Thu., April 16, you will turn in for grading an annotated bibliography of the research you did for the performance project (at least five sources).

On Tue., April 28, you will turn in for grading the "pinwheel" you did for your character and a full, written copy of your monologue.

Performance: When you perform your monologue, please do not exceed 8 minutes (I will bring a timer to class); if you exceed that time limit, your grade will depreciate. (Be sure to practice the monologue in order to get the timing right. Your research must be based in your research in order to avoid stereotyping. Your monologue will
be evaluated according to the following criteria: to what degree were you able to convey the issues important to our class in your monologue and still maintain your character’s voice? to what degree do you accurately represent the time period in which your character lives? to what degree were you able to avoid stereotyping your character? to what degree is your research reflected (directly or indirectly) in your monologue? You will not be graded on your performance talent or on your (lack of) nervousness. If you prefer, you may read your monologue from a piece of paper.
**TENTATIVE SCHEDULE**

"always subject to revision!"

"assignments due" are due in class on the date they are listed

**RCG = Race, Class and Gender in the United States**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS DUE</th>
<th>IN-CLASS ACTIVITY</th>
<th>CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 1/13</td>
<td>nothing due</td>
<td>introduction to course, syllabus, materials in class: Bingol, Bem activity</td>
<td>stereotypes, gender roles, masculinity, femininity,</td>
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<tr>
<td>R 1/15</td>
<td>read entire syllabus; Rich (WebCT): Freire (WebCT)</td>
<td>video clips: Mona Lisa Smile discussion: educational models</td>
<td>claiming education, banking model of education, problem-posing education, sociocultural institutions</td>
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<td>DUE: WebCT quiz</td>
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<tr>
<td>T 1/20</td>
<td>Johnson, &quot;Patriarchy&quot; (RCG 158-67); Piercy, <em>Sex Wars</em>, to end of chp. 12 (p. 110)</td>
<td>video clip: the &quot;boxes&quot; of gender from Tough Guise slides: daily life in NYC in the 19th century discussion: free love, or are we all too hung up on sex and sexuality?</td>
<td>patriarchy, power, oppression, sex, sexuality, &quot;free love&quot;</td>
</tr>
<tr>
<td>R 1/22</td>
<td>Lorber, &quot;Night to his Day&quot; (RCG 54-65); Hubbard, &quot;The Social Construction of Sexuality&quot; (RCG 65-68); Katz, &quot;The Invention of Heterosexuality&quot; (RCG 68-80)</td>
<td>discussion: how are gender and sexuality socially constructed?</td>
<td>social construction, essentialism, heterosexuality, heteronormativity</td>
</tr>
<tr>
<td>T 1/27</td>
<td>Piercy, to end of chp. 28 (p. 241); &quot;Declaration of Sentiments&quot; (RCG 539-43); &quot;Antisuffragists&quot; (RCG 543-47)</td>
<td>slides: people in the novel discussion: history of feminism in the 19th c lesson: proper citation in essays</td>
<td>suffrage, feme covert, de jure and de facto discrimination, copyright law, MLA, APA, quote, paraphrase, citation</td>
</tr>
<tr>
<td>R 1/29</td>
<td>Piercy, to end of chp. 32 (p. 273); Miller, &quot;Domination and Subordination&quot; (RCG 108-115)</td>
<td>discussion: women and/in politics</td>
<td>domination, subordination, hegemony</td>
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<td>DUE: portfolio paper #1—sex and sexuality</td>
<td></td>
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<tr>
<td>T 2/3</td>
<td>Piercy, to end of chapter 38 (p. 331)</td>
<td>slides and discussion: birth control and personal choice in the 19th century and today</td>
<td>history of sexual health, contraception, censorship, obscene, dangerous, Comstock laws</td>
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<tr>
<td>R 2/5</td>
<td>&quot;Understanding Our Bodies&quot; in <em>Our Bodies, Ourselves</em>, pp. 269-276 (handout)</td>
<td>in-class activity: sexual health and personal responsibility</td>
<td>birth control, barrier method, condom, hormonal method, IUD</td>
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<tr>
<td>T 2/10</td>
<td>Piercy, to end of book</td>
<td>slides: 19th c abortion discussion: what are the primary themes of this novel? what does the author want us to learn?</td>
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<tr>
<td>Date</td>
<td>Reading/Activity</td>
<td>Due Date</td>
<td>Activity/Notes</td>
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<tr>
<td>R 2/12</td>
<td>no reading due</td>
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<td>video: &quot;Leona's Sister Gerri&quot;</td>
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<td>&quot;back alley&quot; abortion; herbal abortion</td>
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<td>T 2/17</td>
<td><a href="http://www.religioustolerance.org/hot_menu.htm">Website</a></td>
<td>discussion: everything you</td>
<td>abortion, pro-choice, pro-life</td>
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<td></td>
<td>please read this page and then link to &quot;abortion&quot; (links</td>
<td>always wondered about abortion</td>
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<td>are near the bottom of the page): you are required to</td>
<td>in the U.S. (and a little bit</td>
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<td>read link materials at &quot;fundamental items,&quot; &quot;brief</td>
<td>about global trends, too)</td>
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<td></td>
<td>overview,&quot; &quot;about pregnancy and abortion,&quot; and &quot;religious/ethical aspects&quot;; you may, of course, also read other links on this site, if you wish.</td>
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<td>R 2/19</td>
<td>no reading due</td>
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<td>DUE: portfolio paper #2—abortion/birth control due via e-mail before 5 p.m.</td>
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<td>T 2/24</td>
<td>Prasad, <em>On Borrowed Wings</em> to end of chp. 4 (p. 86);</td>
<td>discussion: socioeconomic</td>
<td>class, SES, poverty, systemic discrimination</td>
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<tr>
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<td>Sklar, &quot;Imagine a Country-2006&quot; (RCG 329-38); Mantsios,</td>
<td>status, education, and</td>
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<td>&quot;Class in America—2006&quot; (RCG 182-97); Burd, &quot;College</td>
<td>gender role expectations</td>
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<td></td>
<td>Choices&quot; (RCG 302-3); Mathews, &quot;Wealthy Often Win&quot;</td>
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<tr>
<td>R 2/26</td>
<td>Bornstein, 25-62 (be sure to do the quizzes and games in</td>
<td>video clip: <em>Middle Sexes</em></td>
<td>gender norm, gender as social construct, essentialism, transgender, intersex</td>
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<td>your notebook); Gould, &quot;X: A Fabulous Child's Tale&quot;</td>
<td>discussion: where does gender come from?</td>
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<td>(MyBGSU)</td>
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<tr>
<td>T 3/3</td>
<td>Prasad, to end of chp. 9 (p. 208)</td>
<td>discussion: gender identity</td>
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<tr>
<td></td>
<td>DUE: portfolio paper #3—gender identity</td>
<td>and sexual expression</td>
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<tr>
<td>R 3/5</td>
<td>re-read syllabus description of final project and bring</td>
<td>video: *Whoopi Goldberg on</td>
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<td>questions to class</td>
<td>Broadway</td>
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<tr>
<td>T 3/10</td>
<td>Prasad, to end of book</td>
<td>discussion: Charlie's work</td>
<td>eugenics</td>
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<td></td>
<td>DUE: portfolio paper #4—education</td>
<td>study project Review for Exam #1</td>
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<td>W 3/11</td>
<td>WHAM Keynote speech 7 pm in the MLK, Jr., Grand Ballroom</td>
<td>Kathy Kelly, peace activist,</td>
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<tr>
<td>R 3/12</td>
<td>EXAM #1 in class</td>
<td>Nobel nominee</td>
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**SPRING BREAK: MARCH 15-21—HAVE A SAFE AND FUN SPRING BREAK!**

**UNIT 3: WOMEN AND WAR (EIU's 2009 Women's History and Awareness Month Theme)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
<th>Due Date</th>
<th>Activity/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 3/24</td>
<td>Smith, <em>Not So Quiet...</em> entire book</td>
<td></td>
<td>discussion: how is war experience gendered in 1915? today?</td>
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<tr>
<td>R 3/26</td>
<td>no reading due</td>
<td></td>
<td>Library research session</td>
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<tr>
<td></td>
<td>meet in Booth library, room 4450 BRING (typed): one or two ideas for topics for your final project</td>
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<tr>
<td>T 3/31</td>
<td>Smith, finish discussion</td>
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<td>in-class activity: military action and gender</td>
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<tr>
<td>Date</td>
<td>Reading</td>
<td>Discussion/Assignments</td>
<td>Notes</td>
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<tr>
<td>T 4/7</td>
<td>Kidd, to p. 164 McIntosh, &quot;White Privilege: Unpacking the Invisible Knapsack&quot; (RCG 177)</td>
<td>lottery for final project performances order; discussion: privilege</td>
<td>white privilege, male privilege, heterosexual privilege</td>
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<tr>
<td>R 4/9</td>
<td>Yamato, &quot;Racism: Something about the Subject Makes it Hard to Name&quot; (WebCT) Bonilla-Silva, &quot;Color-Blind Racism&quot; (RCG 131)</td>
<td>discussion: types of racism</td>
<td></td>
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<tr>
<td>T 4/14</td>
<td>Kidd, to p. 256 Solari, &quot;In Her Own Image&quot; (WebCT)</td>
<td>discussion: women's roles in religious and spiritual ceremonies</td>
<td>religion, spirituality, woman-centered spirituality</td>
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<tr>
<td>R 4/16</td>
<td>Kidd to end of book DUE: Final Project ANNOTATED BIBLIOGRAPHY—5 sources—by noon</td>
<td>discussion: finishing the novel</td>
<td></td>
</tr>
<tr>
<td>T 4/21</td>
<td>no reading due DUE: portfolio paper #6—spirituality</td>
<td>catch-up day, and review for exam #2</td>
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<tr>
<td>R 4/23</td>
<td>EXAM #2</td>
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**UNIT 5: CONCLUSION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Final Proj. performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 4/28</td>
<td>DUE in class: Final Project PINWHEEL + MONOLOGUE</td>
<td>Final Proj. performances</td>
</tr>
<tr>
<td>R 4/30</td>
<td>DUE in class: final portfolio for grading</td>
<td>Final Proj. performances</td>
</tr>
<tr>
<td>R 5/7 12:30-2:30</td>
<td>ATTENDANCE REQUIRED</td>
<td>Final Proj. performances</td>
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