

<b>Womensst 187-02</b> <b>Gen. Ed. IU</b>	<b>Gender, Sexuality and Culture</b>	<b>Professor Alex Deschamps</b> Tel: 413-545-1958
FALL 2014 Lec. Schedule #:72191 E-Reserves: alexd187	Mon & Wed: 10:10–11:00am 137 School of Management Office & Hours: Bartlett 7B » Mondays 1:00 – 2:30 pm & by appointment. Telephone: 545-1958 Email: afd@wost.umass.edu	Friday Discussion Sections 9:05, 10:10, 11:15 am. <i>You must attend the section for which you are registered.</i>

### **Teaching Assistants**

*Martha Balaguera*, marthabalaguera@gmail.edu; *Christie Barcelos*, cbarcelo@schoolph.umass.edu;  
*Julie Chaparro*, julie.chaparro@gmail.com; *Josefa Scherer*, jscherer@schoolph.umaa.edu

A Writing Instructor will be available for tutorial and consults for course writing assignments.



### **Discussion Sections**

<b>Time</b>	<b>Section #</b>	<b>Location</b>	<b>Teaching Assistant</b>	<b>Office and Office Hours</b>
9:05-9:55	02AA (72229)	Bartlett 3	Julieta Chaparro julie.chaparro@gmail.com	Fridays 11:15 am – 1:15 pm
10:00-11:00	02AB (72188)	Bartlett 203	Martha Balaguera marthabalaguera@gmail.com	Mondays 2:00 – 4:00 pm
10:10-11:00	02AC (72190)	Bartlett 3	Julieta Chaparro julie.chaparro@gmail.com	Fridays 11:15 am – 1:15 pm
10:10-11:00	02AD (72192)	Bartlett 274	Christie Barcelos cbarcelo@schoolph.umass.edu	Wednesdays 12:00 noon – 2:00 pm
11:15-12:05	02AE (72189)	Bartlett 3	Christie Barcelos cbarcelo@schoolph.umass.edu	Wednesdays 12:00 noon – 2:00 pm

## **Course Description**

This course offers an introduction to some of the basic concepts and theoretical perspectives in Women, Gender and Sexuality Studies. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, reproductive rights, and history. Throughout the course, students will explore how experiences of gender and sexuality intersect with other social constructs of difference, including race/ethnicity, class, and age. Special attention will be paid to various ways historical, cultural, social, political, and economical constructs have influenced the contexts of our lives; and the social movements at the local, national and some transnational levels which have led to key transformations.

### **Some Course Fundamentals**

Women and Gender Studies is an exciting and interdisciplinary field spanning the humanities, social, natural, and physical sciences. This class introduces basic concepts and perspectives in our *gendered* lives both historically and contemporaneously by placing gender, sexuality and culture at the center of analysis. It is an inter-disciplinary, multi-disciplinary, trans-disciplinary, and cultural overview and study of gender roles and the intersection of *gender* with other social constructs of difference (race/ethnicity, class, sexuality, disability, and age). The goal is to foster critical reading and thinking about the ways in which these interlocking systems have shaped and influenced the historical, cultural, social, political, and economical contexts of *all* our lives. Although the main focus is about gender in the United States, attention will be given to activism and resistance (nationally and globally) of these gendered inequalities, and the various ways they have worked to create new systems of transformative change. This course will be centered around the following themes:

***Integrative and interactional analysis:*** emphasis will be placed on the need to understand the concepts of “women”, “men” and “gender” as multiple and diverse, embedded in a complex network of interlocking variables of race, class, sexuality, ethnicity, and nationality.

***Levels of Analysis*** that consider micro, meso, macro, and global levels which should hone your ability to analyze arguments and “read” and “operationalize” gender.

***Knowledge Construction:*** we will explore the production and politics of knowledge, and think through key issues, questions, and debates from a range of disciplinary perspectives and *gendered* experiences.

***Feminism(s) and Feminist Theorizing:*** We use “feminism(s)” because the concept is constantly shifting in multiple and varied ways. It is geographical and political; it is about economics and the need for merging the theory with the practice; and it is about *description, analysis, vision, and change*.

***Activisms*** is about how women have been influential in making progressive changes and how we need to continue to do this work using a “gendered lens of analysis” to the political and the personal.

### **The Importance of General Education**

This course fulfills two general education requirements (interdisciplinary and domestic diversity). One goal of higher education is to nurture the potentials in all students. General education aims at personal enrichment, cultural awareness, and breadth of knowledge. General education requirements will help to prepare you for a lifetime of learning and give you skills for community engagement and informed citizenship. You will gain knowledge that you may never receive in your major.

You will be introduced to ideas, theories, methods, and concepts from many disciplines. Diversity is central to our conceptions of “women”, “men” and “gender” – there is no generic, universal “man” or “woman.” We are always located in networks of other social variables inter alia of race, ethnicity, sexuality, class, nationality, ability. We will stress the intersectional nature of our identities both in our theoretical and experiential explorations. You will be encouraged to bring your college experiences, your lived experiences, as well as any relevant questions for discussions. We hope to challenge and hone your critical thinking skills relevant for you to function productively in a rapidly changing world.

Thirty years ago, there were only a few universities and colleges across the country with women’s studies departments or programs. Today the majority of institutions offer courses in women’s and gender studies as well as majors, minors, and graduate degrees. The importance of “gender” has been mainstreamed – whether it be the United Nations in its development training, business corporations or law firms in producing a workforce that can work effectively in groups and across nations, hospitals in training doctors and nurses, or government officials in developing social and public policy, “gender” has become critically important in all these venues. We want you to begin:

- to think critically and creatively and to conduct self-directed learning projects
- to work effectively and collaboratively with diverse groups and to demonstrate knowledge of self in diverse cultural contexts
- to understand diverse perspectives, different philosophies, and how different cultures and groups relate
- to integrate and synthesize knowledge and to use quantitative and symbolic reasoning
- to communicate clearly, concisely and effectively both in writing and speaking tasks
- to acquire knowledge in a variety of scholarly modes and contexts including information literacy and to recognize diverse disciplinary viewpoints and methods
- to understand the intersectionalities of our lives in all their different similarities
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

### **Requirements, Academic Honesty, University Policies, Class Guidelines**

- You must be registered for *both* the lecture and a discussion section. Attendance at *both* is required and mandatory. Reading assignments must be completed by the class period for which they were assigned so take responsibility for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this syllabus, but other assignments will be given in your discussion sections. All sections *may not* have the same assignments.
- Familiarize yourselves with the Undergraduate Rights & Responsibilities <http://www.umass.edu/umhome/policies/honesty.html>. especially on issues of academic honesty, grading, attendance, examinations, and absences due to religious observances. *Absences due to religious observances do not exonerate you from assignments.* It is the University policy that each student must inform the instructor prior to the scheduled class session of any religious absence. We will work with you about these.

- Discussions will provide opportunities for you to critically analyze issues and topics and we expect that you will have read and thought about all of the readings for each class period. *Discussion begins Friday, September 05, 2014. Check your schedules and syllabus for your teaching assistants and locations.* Discussion sections are not optional or add-ons. They are designed to be an integral part of the course and to provide an opportunity to clarify issues in your readings, films and lectures. Be ready to engage in meaningful dialogue because you will be provided with pertinent and relevant questions to help guide your understanding and discussions of the readings and concepts.
- Attention will be paid to your writing (content, style, mechanics, and presentation) but not in a punitive way. Instead we would like you to inform us early if you need assistance with writing. This will be an indication of being responsible, diligent, and committed to your scholarship and learning.
- Regular attendance and occasional in class exercises are mandatory. Attendances cannot be made up. After *two unexcused absences* your final grade will begin to be marked down. You will lose *1 (one) point* for every unexcused absence. *Incompletes will not* be given unless there are unusual circumstances. If you know that you must miss a class session, consult with me or your teaching assistant beforehand, but be clear about the difference between *excused and unexcused* absences. Take time to plan your semester, use office hours and talk to us.
- UMASS policy requires that all students have a UMASS email account for University correspondence and for access to relevant course sites. Once you are registered in this course, you will automatically have access to MOODLE using your OIT username and password.
- If you have *special needs*, discuss them with me or your TAs and obtain the relevant paperwork so that necessary accommodations can be made. The University provides appropriate accommodations for students with special needs. If you think you might be such a student, contact the Disability Support Service in the Whitmore Administration Building and inform me promptly at the beginning of the semester. Together we can ensure that you obtain the support you need to get the most from the course and to give your best performance. Speak with us about resources for your learning needs.
- My assumption is that students are generally honest. You are responsible for knowing and following the University of Massachusetts Academic Guidelines. Plagiarism of any kind will be detrimental to your tenure at the University in compliance with official policies. Avoid using written papers from the internet. By putting your name on an assignment that you turn in, you are indicating to me that the work is your own original work. Knowing how to cite the work of others in your own papers is critical, and the University expects you to do it unflinchingly. The University Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. When you are unsure, just consult with me or your teaching assistant.
- We will discuss and negotiate guidelines together for our classroom community. Those below have served well in the past and are offered here as a point of departure. Remember that we are working for the most collaborative environment possible so your suggestions are welcome.
- Please come to class on time and be prepared for the discussion of the assigned material. Your attendance throughout the course is expected at all times and is an important factor in our ability to be successful individually and as a community. Feel free to contact me or your TA with any and all concerns, questions, and feedback throughout the course.
- Because discussions are central to this course, you must come to class prepared to participate actively in discussions of the themes and topics. You will sometimes do short in-class writings. You should not only read but also think about what you read and what you would like to discuss.

- We are invested in the quality of your experience so we will engage you in active participation as much as possible. Lectures will include time for questions as they arise, and discussion sections have been designed to continue the dialogue. Make use of office hours to continue class discussions, clarify confusions or to discuss any other academic problems you are having with the course. We always look forward to hearing from you and not only about your problems.
- This is a large lecture and one of the most mundane but problematic issues is noise. Talking, even whispering, when there are so many people in the room is *very disruptive to both the lecturer and other students*. This class is *50 minutes* and we expect you to remain for the entire period. I will start on time and end on time so there is *no need to begin packing your things 5 minutes before the class is over*. Any kind of rustling can be very disturbing. In the same vein, using your computers will distract other students. Use of cell phones, internet, texting and other such related activities not directly related to the class are disruptive and disrespectful. We will also discuss email etiquette. These are applicable skills across disciplines and cross communication.
- Assignments are due at the start of class or as otherwise indicated. Make up or extensions for exams or papers will only be given to students who have an examination and *documented* conflict, such as a medical or family emergency. Late work is never acceptable and will result in a grade reduction unless prior arrangements have been made. Take this seriously and talk to me and/or your teaching assistant if you are experiencing difficulties with your assignments. This is not about being punitive.
- Each class participant is expected to treat the ideas, opinions and work of others with the utmost respect. Derogatory remarks of any kind are not acceptable. Active listening is highly encouraged.
- Using ‘door openers’ are always helpful – “Could you say more about that?” Sometimes it helps to jot down the essence of your ideas before you begin to speak.
- Avoid getting involved in a direct exchange with specific class members. Always speak to the group and be sure that your comments will relate to and involve the entire class.
- In person etiquette and online etiquette are expected to be used at all times – including the use of real names, respecting one another's confidentiality, and the absence of any libelous, or abusive remarks. All emails must be appropriately addressed and professional. Be respectfully attentive to the discussion at all times; monitor yourself to be sure that you don't monopolize the discussion; encourage and invite more reserved class members to join the discussion.

### **Critical Analysis and Helpful Hints for Reading and Writing**

Critical analysis means that you must apply thoughtful reasoning to the arguments presented in this course through readings, lectures and discussion. It means not only finding what you agree with, what's new, what's the basis for the assumptions, but also what the limitations are and what other questions you have, and so forth. When you write a critical analysis, all of your statements should be backed up with reasons or examples, and you must keep your fellow classmate and readers in mind. Are you giving the reader enough information? Ask the following:

- What is/are the main point(s) of the readings - both individually and collectively? Why does the author raise these particular points for discussion? How does the author answer them? Do you think the author has succeeded? Why or why not? Be aware of how the author uses key terms and definitions. Why do you think the author wrote that article?
- What are the strengths and weaknesses in any given ideology, theory or model for change presented? How are important new ideas presented? What does this text, essay, artwork, or film, contribute to our understanding of the issues of race, gender, class, ethnicity, sexual orientation or other key factors shaping our gendered lives? Are there any passages that you consider particularly significant,

interesting, or confusing? Make notes or write questions. What is/are the author's perspective (s) and underlying assumptions about the subject, the intended audience, people or culture in general? Are these issues pertinent or not in our lives and to whom? What are the limitations?

- What is your perspective on the themes? Where or how have you developed your opinions on this subject, and do you see them changing in any way? What comparisons can you make, if any, between this reading and other readings we have considered? What points can you make in response to the issues raised?

### ***Where to go when you need help with organizing your ideas and writing***

All writing must be proof-read, grammatically correct and well-organized. Sources must be properly cited, preferably using MLA or APA style. There are many online resources for checking citation styles. The Writing Center in the Learning Commons at the Campus Library offers assistance with various writing skills and is a resource to be used for a range of assignments.

## **Assignments and Examinations**

Examination 1 – *Friday, September 26, 2014* in discussion sections.

Writing Assignment 1 – Literature to Life, *due Friday Oct. 16, 2014* in discussion sections.

Writing Assignment 2 – Contemporary Topics *due Friday Nov. 07, 2014* in discussion sections.

Examination 2 – *Friday, Nov. 21, 2014* in discussion sections.

***Final Examination 3 – is scheduled during the week of University finals for Monday December 8, 2014 between 10:30 am – 12:30. pm in 137 School of Management. Please mark your semester calendars. This gives you early notification to make your travel plans and avoid conflicts.***

Attendance and participation in discussion sections are factored into the final grade. *After two unexcused absences your grade will begin to be marked down. Non attendance will result in an F for the course.* You must be in attendance for assignments or quizzes in discussion or in the lectures.

All assignments will be posted on MOODLE. *Papers must always be typewritten, double-spaced, with 12 point font.* No handwritten papers or papers via email (unless discussed) will be accepted. *Papers must be submitted on the due date. I am sure you would not like your assignments to be graded down.*

## **Course Grading**

Discussion Sections: participation, attendance, assignments and/or quizzes	20 points
Exam 1, <i>Friday September 26, 2014.</i>	10 points
Writing assignment 1 –Literature to Life/Writing/Staging Life Experiences <i>due Oct. 16, 2014.</i>	15 points
Writing assignment 2 –Contemporary Topics <i>due Nov. 07, 2014.</i>	15 points
Exam 2, <i>Friday Nov. 21, 2014.</i>	12 points
In-lecture quizzes and/or other assignments, 2 points each ( 4 highest)	8 points
Final Exam ( <i>Monday 12/08/2014 as scheduled by the Registrar's office</i> ).	20 points
Extra credit options to be determined <i>only if relevant</i> – up to 4%	

## **Final Grading Scale**

A (94-100)	A- (90-93)	B+ (87-89)	B (83-86)	B- (80-82)	C+ (77-79)
C (73-76)	C- (70-72)	D+ (67-69)	D (60-66)	F (59 or below)	

## **Course Texts**

Required Readings:	<p>Piper Kerman, <i>Orange is the New Black</i>, 2001. Random House, Inc. Use the website for useful information and links  <a href="http://www.umass.edu/studentlife/commonread">http://www.umass.edu/studentlife/commonread</a></p> <p>Other required reading will be on E-Reserves in the library with the password (<i>alexdl87</i>). Other relevant readings, notes, and information will be posted on the course MOODLE site.</p>
--------------------	---

## **Course Calendar**

Wed Sept. 03	<p><b><u>Introduction to Course/</u></b>  Syllabus, Requirements, Expectations, Guidelines, The context and relevance of General Education.</p>
Fri Sept. 05	<p><b><u>Discussion Sections</u></b>  <i>Homework Assignment:</i> Access the course MOODLE website and E-Reserves so you can familiarize yourselves with the course material. What does “doing gender” mean? How do you “do gender”? How do you see your friends and family members “doing gender”? Be prepared to engage in discussion.</p>
Mon Sept. 08 Readings	<p><b><u>Introduction to the Discipline, Concepts and Frameworks</u></b>  The field, the scholars, the importance of Gender, Sexuality, and Culture in our world. What are the applications and inter-disciplinary themes? Modules will be available for discussion.</p>
Wed Sept. 10 Readings	<p><b><u>Identities and Social Locations: Micro, Meso, Macro Levels</u></b>  [E-Reserves]–Gwyn Kirk &amp; Margo Okazawa-Rey, <i>Identities and Social Locations: Who Am I? Who are my people? Women’s Lives: Multicultural Perspectives</i> 5<sup>th</sup> ed., McGraw Hill, 2010: 91-102.</p>
Fri Sept. 12	<p><b><u>Discussion Sections</u></b></p>
Mon Sept. 15 Reading	<p><b><u>Intersectionalities</u></b>  [E-Reserves]–Margaret Andersen and Patricia Hill Collins, <i>Conceptualizing Race, Class, Gender, Race, Class, and Gender</i>, Andersen and Collins, eds., 5<sup>th</sup> ed. Thomson, Wadsworth, 2006: 75-98.</p>
Wed Sept. 17 Readings	<p><b><u>Gender as Performance</u></b>  [E-Reserves]–Candace West &amp; Don Zimmerman, <i>Doing Gender, Gendered Society Reader</i>, Michael Kimmel &amp; Amy Aronson. Oxford 2000, 146-163.  [E-Reserves]–Michael S. Kimmel, <i>Spanning the World: Culture Constructs Gender Difference, The Gendered Society</i> 3<sup>rd</sup> ed. Oxford University Press, 2008, 55-76.</p>

Fri Sept. 19	<b><u>Discussion Sections</u></b>
Mon Sept. 22 Readings	<b><u>Cult of Masculinity</u></b> Video Screening: <i>Tough Guise or Beyond Beats and Rhymes</i> [E-Reserves]–Paul Kivel, <i>The Act-like-a-man Box</i> , <u>Men’s Lives</u> , 8 <sup>th</sup> ed. Michael S. Kimmel & Michael Messner. Allyn & Bacon, 2010, 83-85. [E-Reserves]–Peter Lyman, <i>The Fraternal Bond as a Joking Relationship: A Case Study of the Role of Sexist Jokes in Male Group Bonding</i> , <u>Men’s Lives</u> , 8 <sup>th</sup> ed. Michael S. Kimmel & Michael Messner. Allyn & Bacon, 2010, 147-156.
Wed Sept. 24 Readings	<b><u>Cult of Femininity: 19<sup>th</sup> Century Gender and Colonization</u></b> [E-Reserves]–Howard Zinn, <i>A History of the United States, 1492-Present</i> , Chapter 6, Harper Collins, 1999: 103-124. [E-Reserves]–Barbara Welter, <i>The Cult of True Womanhood, 1820-1860</i> . <i>American Quarterly</i> 1966, 18(2). Spring 2010, 151-174. [Web]–Coverture. <a href="http://search.eb.com/women/articles/coverture/html">http://search.eb.com/women/articles/coverture/html</a>
Fri Sept. 26	<b><u>Discussion Sections</u></b> *** <i>Examination I</i> ***
Mon Sept. 29	<b><u>Writing Skills Presentation</u></b>
<b>GENDERING BODIES: REPRESENTATIONS, SOCIAL MEDIA, SEXUALITY, CULTURE, INTERDISCIPLINARITIES AND INTERSECTIONALITIES</b>	
Wed Oct. 01 Readings	<b><u>Not Fiction: Women, Gender, Incarceration, and Community</u></b> [Text]- Piper Kerman, <i>Orange is the New Black</i> , 2011. Random House Inc. You should have read the book, made your E-journal notes with questions, and reflections for discussions and class engagement on Friday. <i>Piper Kerman will be speaking at 7:00 pm in the Campus Center Auditorium. She will also be available to our class for a meet and greet from 3:30 -4:30 pm. Location TBA.</i>
Fri Oct. 03	<b><u>Discussion Sections</u></b>
Mon Oct. 06	<b><u>Social Media, Literature to Life: Writing Identity and Intersectionalities – Micro, Meso, Macro, Global</u></b> [Text]–Piper Kerman, <i>Orange is the New Black</i> , 2011. Random House Inc.
Wed Oct. 08 Readings	<b><u>Gendered Representations, Commodification, Codes of Behavior</u></b> <i>Screening:</i> Selections from <i>Dreamworlds 3</i> , 2008 (Media Ed. Foundation). [E-Reserves]–Jean Kilbourne, <i>The More you Subtract, the More you Add: Cutting Girls Down to Size</i> , <u>Women’s Lives: Multicultural Perspectives</u> , Gwyn Kirk and Margo Okazawa-Rey eds., 5 <sup>th</sup> ed., 231-239. <i>5:00 pm Five College Faculty &amp; Community panel on <u>Orange is the New Black</u> in the CHC RC events hall.</i>

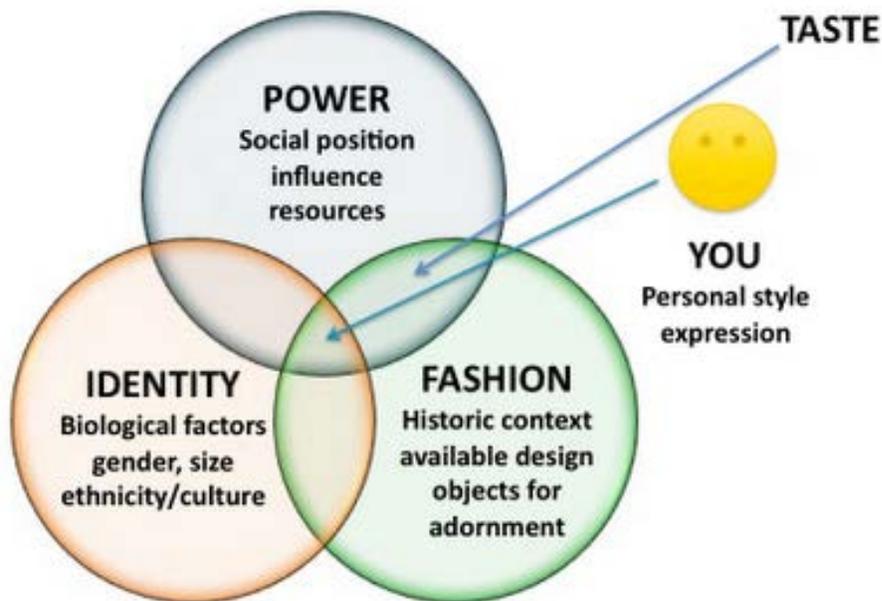
Fri Oct. 10	<b><u>Discussion Sections</u></b>
Mon Oct. 13	***Columbus Day Holiday***
Tues Oct. 14 (Monday's class observed)	<b><u>Blurred Lines: Mixed Messages and Gender Representations</u></b> Readings and Assignments will be on MOODLE and distributed.
Wed Oct. 15 Readings	<b><u>The Ministry of Sports, Power, Representation &amp; Sexuality</u></b> Participatory assignment to be discussed. <i>This assignment will be part of your grade on attendance and participation.</i>
Fri Oct. 16	<b><u>Discussion Sections</u></b> ***Writing Assignment 1 due in discussion sections*** <i>Guidelines will be distributed and posted on the course MOODLE site.</i>
Mon Oct. 20 Readings	<b><u>Gender Violence, Domestic Violence, Voices of Change</u></b> [E-Reserves]–Gwyn Kirk & Margo Okazawa-Rey, <i>Violence Against Women, Women's Lives: Multicultural Perspectives</i> , 5 <sup>th</sup> ed. McGraw Hill, 2010: 257-272. [E-Reserves]–Tim Beneke, <i>Men on Rape</i> , <i>Men's Lives</i> , Michael Kimmel & Michael Messner, 8 <sup>th</sup> ed., Allyn & Bacon, 2010: 559-564.
Wed Oct. 22 Readings	<b><u>Title 1X – National Conversations and Strategies for Implementation</u></b> Assignments will be distributed. <i>This assignment will be part of your grade on attendance and participation.</i>
Fri Oct. 24	<b><u>Discussion Sections</u></b>
<b>SOCIAL MOVEMENTS: PERSONAL, POLITICAL, INSTITUTIONAL, RECURRING CONTEMPORANEANOUS AND GENERATIONAL THEMES</b>	
Mon Oct. 27 Readings  Recommended Resources	<b><u>Abolition, Suffrage, and the Beginning of the Women's Movement</u></b> [E-Reserves]–Angela Davis, <i>Working Women, Black Women &amp; the History of the Suffrage Movement, Women, Race, and Class</i> . Random House: 1981: 73-78. [E-Reserves]–Sally Roesch Wagner, <i>Is Equality Indigenous? The Untold Iroquois Influence on Early Radical Feminists</i> . <i>On The Issues</i> , 5(1) 1996, 17-21. [E-Reserves]–Zinn, Howard, <i>Columbus, the Indians and Human Progress, A Peoples History of the U.S. 1492-Present</i> 1999 Harper Collins, 1-22. [Web Resource]–The Seneca Falls Declaration. [Web Resource]–Sojourner Truth, <i>Ain't I a Woman?</i>
Wed Oct. 29 Readings	<b><u>Industrialization &amp; Immigrant Women's Work: 1890-1924.</u></b> [Web]–The Triangle Waist Factory [MOODLE]–Selections from <i>A Century of Women</i> , 1994. Turner Publishing.
Fri Oct. 31	<b><u>Discussion Sections</u></b>

Mon Nov 03 Readings Campus Event	<b><u>Gender and Work – Feminization of Poverty and Contemporary Debates</u></b> [E-Reserves]–Judy Root Aulette, Judith Wittner and Kristen Blakely, <i>Work, Gendered Worlds</i> Oxford University Press, 2009: 134-163. <i>"Real Women. Real Voices: The Movement of Formerly Incarcerated Women to End Mass Incarceration"</i> . Andrea James, Nov. 3, 6:30 p.m. Campus Center 162.
Wed Nov. 05 Readings	<b><u>Women, Work and Realities of the Global Economy</u></b> Video Screening: <i>Behind The Labels or Maquilapolis: City of Factories</i> [E-Reserves]–Helen Zia, <i>Made in the USA, Women’s Lives</i> , Kathleen Ferraro, ed. Allyn & Bacon, 2009:435-439. [E-Reserves]–Gwyn Kirk and Margo Okazawa-Rey, <i>Living in a Global Economy, Women’s Lives, Multicultural Perspectives</i> 4 <sup>th</sup> ed., McGraw Hill, 2007:387-398.
Fri Nov. 07	<b><u>Discussion Sections</u></b> ***Writing Assignment 2 dues in discussion sections***
Mon Nov. 10 Readings	<b><u>Civil Rights Movement and the Next Wave of the Women’s Movement</u></b> [E-Reserves]–Charles Payne, <i>Men Led, but Women Organized, Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1945-1965</i> . Vicki Crawford et al, ed. 1990:1-11. [E-Reserves]–Carol Mueller, <i>Ella Baker and the Origins of Participatory Democracy, Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1945-1965</i> . Vicki Crawford, ed. 1990:51-68.
Wed Nov. 12	<i>Tuesday’s Class, Veteran’s Holiday schedule</i>
Fri Nov. 14	<b><u>Discussion Sections</u></b>
Mon Nov. 17 Readings	<b><u>Global and Transnational Gender Movements and Activism</u></b> Guest Lecture: Martha Balaguera, Teaching Assistant & Ph.D Candidate Readings will be assigned.
Wed Nov. 19 Readings	<b><u>Gender, Health, Medicalization</u></b> [E-Reserves]–Catherine Kohler Reissman, <i>Women and Medicalization: A New Perspective, The Politics of Women’s Bodies: Sexuality, Appearance, and Behavior</i> , Rose Weitz, ed. Oxford University Press, 1998:46-61. [E-Reserves]–Meika Loe, <i>Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender and Sexuality, Men’s Lives</i> , 8 <sup>th</sup> ed. Michael Kimmel & Michael Messner, Allyn and Bacon 2010: 282-288.
Fri Nov. 21	*** <i>Examination 2 in Discussion Sections</i> ***
Mon Nov. 24 Readings	<b><u>Reproductive Health, Reproductive Rights, Reproductive Justice</u></b> Guest Lecture: Christie Barcelos, Teaching Assistant and Ph.D Public Health. [E-Reserves]–Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena Guterrez, <i>The Political Context for Women of Color Organizing, Undivided Rights: Women of Color Organize for Reproductive Justice</i> . South End Press, 2004: 25-43.

Wed Nov. 26	<b>***Thanksgiving Recess*** through Sunday Nov. 30</b>
Mon Dec 01	<b><u>College Health, Sexual Health,</u></b> Panel Discussion: UMass Health Services
Wed Dec 03	<b><u>Closing Exercises and Final Examination Review</u></b>
Fri Dec. 05	<b><u>Discussion Sections</u></b> Closing Exercises and Final Examination Review

## **RESPECT GUIDELINES AND SIMPLE STEPS REMINDERS**

- ✚ Turn uncomfortable situations into learning opportunities.
- ✚ Religious or cultural beliefs don't justify disrespectful behavior toward others.
- ✚ Just because expressions or words are commonly used, doesn't mean they are acceptable.
- ✚ Be careful not to display or send potentially offensive materials on your computer.
- ✚ Judging the abilities of people by their appearance can lead to discrimination.
- ✚ Cultural or ethnic stereotypes can be offensive.
- ✚ Speak up against disrespect. Intervene before problems escalate.
- ✚ Try to always keep your cool. Don't let emotionally charged situations cause you to cross boundaries.
- ✚ Use respectful language, no matter who's around to hear it. Never be afraid to apologize.
- ✚ Listen to and be understanding of the concerns of others.
- ✚ Be sensitive to religious, ethnic, or cultural backgrounds different from your own.
- ✚ Help friends and course mates understand why something is offensive.
- ✚ Defuse tensions by listening and understanding. Explore similarities rather than focus on differences.



## Checklist for Writing a Comprehensive and clearly articulated Essay

1. Use a *clear opening sentence* that grabs the audience's attention. *State your thesis in the introductory paragraph.* The thesis statement should be strong and clearly articulated.
2. Start the body of the essay by briefly providing *basic background information and defining your terms* and context.
3. Do not assume that your audience knows what you are talking about. Always assume that you need to clearly define and explain your terms to an unknowing audience. *Who will read your essay?* Use examples that will speak to this audience the most. *What is your purpose in this essay?* To argue or explain or analyze? Know the difference. What key information does your question prompt need you to include? Make sure your essay covers these required points in a logical and connected manner.
4. All your points *must be backed up by evidence and proof.* This could be in the form of personal observations, scientific fact or textual information. Using relevant from your assigned texts is necessary to prove that you know how to use texts as evidence.
5. Learn how to incorporate and cite quotes by looking up MLA or APA style guidelines. The following link is useful not just for learning how to cite quotes, but also how to compose an essay in the MLA format. <http://owl.english.purdue.edu/owl/resource/747/01/> Remember that *quotes and examples cannot stand for themselves* but need proper introduction, contextualizing and explanation.
6. Avoid repetitive words/limited vocabulary, points and ideas. Vary your language using a thesaurus. Communicate your points as concisely as possible.
7. Transition smoothly and swiftly from one point to another, from one paragraph to another. Use positive transition words such as: additionally, moreover, also, furthermore, for example, for instance, plus, and, since, because, in addition, by the same token, likewise, similarly, hence, thus, therefore, accordingly, etc. To smoothly segue into a topic that contrasts your position, provide some objection, or opposing point of view, integrate negative transitional words, such as however, nevertheless, conversely, despite, in contrast, on the other hand, but, yet, contrarily, on the contrary, to contrast, etc.
8. Avoid using colloquial (informal) writing and slang or inappropriate language. Contractions or abbreviations, such as don't, can't, won't, shouldn't, could've, or haven't shouldn't be in your writing. Your essay should have a serious tone. Stay away from using any biased and stereotypical language.
9. Adding sentence variety to prose can give it life and rhythm. Vary the rhythm by alternating short and long sentences. Vary sentence openings. Use the most effective words that you have picked up from lecture and your texts. Replace several vague words with more powerful and specific words. Incorporate facts derived from a balanced variety of sources. Never stay excessively confined to one source. *Always* cite facts and quotations. Include contrary evidence and show why such evidence is not valid. Be careful about generalizing.
10. A conclusion restates the main idea of your essay, and sums up what your essay is about. Do this in one or two sentences. Remember that one objective of your conclusion should be to leave your reader with something to think about.