Gender and Women’s Studies 101: masculinity, femininity, and gender violence
moodle.csbsju.edu (key: genderbender4u)

Description
All sections of GWST 101 introduce students to a broad range of concepts and issues in the discipline of gender studies. GWST 101 also serves as a practical and theoretical foundation for further courses in the Gender and Women’s Studies program. It uses gender as analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity.

More specifically, this section of GWST 101 takes the prevalence of gender-based violence, particularly in the forms of violence against women and of hate crimes against gay and lesbian persons, as the impetus for study of cultural conceptions of masculinity and femininity, informed by sources from several academic disciplines.

Goals

Students will be able to:

1) **Contribute**, through writing and speaking, to a multi-disciplinary consideration of gender and sexuality over time and across culture;
2) **Understand** that gender studies is an academic field of study with a theoretical basis, and that there is more than one theoretical approach to gender studies.
3) **Interpret** texts, other media, and their own experiences with the lens of gender.
4) **Describe** ways in which conceptions of gender intersect with sexuality, race, class, religion, culture, and sexual orientation;
5) **Analyze** ways in which power is distributed unequally and experienced differently on the basis of gender and sexual orientation;
6) **Discuss** the respective roles that biology and social construction may play in shaping gender identity, gender roles, and sexual orientation;
7) **Analyze** the complexity of gender-based violence, and
8) **Evaluate** efforts being made to curb this violence.

Professor
Dr. Anna Mercedes, amercedes@csbsju.edu, 320-363-2492, SJU Quad 251A. Available during office hours on even days from 1:30 to 2:30 p.m., and by appointment on either campus. All students are encouraged to meet with the professor.

Texts

*Transforming a Rape Culture*, revised edition, edited by Emilie Buchwald, Pamela R. Fletcher, and Martha Roth

*What Makes a Man: 22 Writers Imagine the Future*, edited by Rebecca Walker
Global Woman: Nannies, Maids, and Sex Workers in the New Economy, by Barbara Ehrenreich and Arlie Russell Hochschild

The Body Project: An Intimate History of American Girls, by Joan Jacobs Brumberg

Sexing the Body: Gender Politics and the Construction of Sexuality, by Anne Fausto-Sterling

Feminist Theory: From Margin to Center, by bell hooks

Feminism and Christianity: Questions and Answers, in the Third Wave, by Caryn D. Riswold

And selections from:

Black Sexual Politics: African Americans, Gender, and the New Racism, Patricia Hill Collins

Yes Means Yes: Visions of Female Sexual Power and a World Without Rape, Jaclyn Friedman and Jessica Valenti

Crisis: 40 Stories Revealing the Personal, Social, and Religious Pain and Trauma of Growing Up Gay in America, ed. Mitchell Gold with Mindy Drucker

An Anthology of Sacred Texts by and about Women, edited by Serinity Young

My Gender Workbook, by Kate Barnstein

The Men We Long to Be: Beyond Domination to a New Christian Understanding of Manhood, by Stephen Boyd

Caretakers of our Common House: Women’s Development in Communities of Faith, by Carol Lakey Hess

Additional articles are listed on the course schedule, below.
Requirements

Whenever possible, all work should be submitted by email.

Attendance: Each class attended earns 3 points. Absences, even those that are excused, do not earn points, but can be counterbalanced by extra credit. Class attendance accounts for 105 points in the final grade. Extensive absences may cause a student to fail the course even if enough points are earned overall.

Moodle Forums: Students will be divided into consistent groups for forums on moodle between classes. Students earn 3 points for participation in each of 33 forums, for a total of 100 points in the final grade.

Campus Events: CSB and SJU sponsor many events and speakers related to gender throughout the semester. Students should choose 4 of these events to attend, emailing the professor a reaction to each after attendance in order to earn 5 points. Attendance at 4 events results in 20 points in the final grade.

Short tasks: The professor will assign short tasks, sometimes in the form of a quiz but often in the form of a worksheet, in order to facilitate increased focus where needed. These tasks will ordinarily each earn up to 5 points. These tasks also include completion of a grade worksheet and a self-evaluation, each earning 5 points. Added together, short assignments and quizzes earn up to 55 points in the final grade.

Letters to your “gender peer”: Completed in tandem with the other section of GWST 101 on campus this semester, this assignment involves three in-class writing assignments, composed as letters to a specific peer in the other 101 section. The purposes of the assignment are to: a) check your knowledge of what you have retained from the class, b) challenge you to articulately represent that knowledge to a student who has not been in your classroom, c) challenge you to teach your peer in the other class something from our class, and to d) ask you in turn to learn from your peer. The professors of both sections will read some of the letters before passing them to the appropriate students. Students will retain the same “gender peer” for all 3 letters (a total of 6 including letters received). These letters earn 5 points each, totaling 15 points in the final grade.

Race analysis log: Readings throughout the semester discuss, either as a primary topic or as a background theme, the complex ways that race and gender function in society. Students are responsible for keeping a log detailing the instances when reading assignments discuss race. The student is assigned the task of noticing race in the reading material, and making connection between the material and our course as a whole. Additional instructions will be provided. The professor will check the logs 3 times during the semester, and the log earns up to 15 points in the final grade.

Examinations: Each of the three examinations earns up to 50 points, totaling 150 points for the final grade. These exams are open-book, aiming to test your ability to understand, analyze, and evaluate the reading material that has been assigned over the relevant portion of the semester. You will be asked to write paragraph or essay answers.

For the overall class grade:

- 564-600 points = A (94% of total points)
- 534-563 points = AB (89% of total points)
- 504-533 points = B (84% of total points)
- 474-503 points = BC (79% of total points)
- 444-473 points = C (74% of total points)
- 413-443 points = CD (69% of total points)
- 360-412 points = D (60% of total points)
- Less than 360 points = F
Three projects: Each of the three projects earns up to 50 points, totaling **150 points** in the final grade. Further instructions included below.

**Extra Credit** may be obtained by:

1) interviewing a Monk or Sister about the ways in which gender influences his or her spiritual life and writing a two page report of this interview, including documentation of the questions you asked (8 points);
2) meeting with your gender peer once outside of class, discussing with each other your insights and questions from GWST 101, and then assuring that each of you sends an email to the two professors recounting the highlights of your talk (Our last names are Mercedes and Mayers—you can include us both in the “To” line of the email) (4 points)
3) watching a film suggested by the professor (see the moodle page for list) and relating this film to our class in a one page analysis (4 points);
4) reading a chapter in one of our textbooks that is not assigned on the syllabus and writing a on page summary of the chapter (4 points);
5) attending a gender-related campus event beyond the four required, and emailing a report of the event (4 points).
6) meeting with a writing tutor or with a librarian (2 points per meeting), details below

Except in extraordinary circumstances, **no more than 20 extra credit points** may be earned for the class. Extra credit will be accepted up until the last day of finals week.

**Honesty** is a requirement of the course. In order to earn points, all assignments must be completed in the student’s own words, not in words copied from others, whether from published works, internet pages, or other students. For more information see the sections on “academic honesty” and “plagiarism” in the course catalog. **All instances of academic dishonesty will be reported to the academic dean.** With respect to your student record, it is wiser to completely skip an assignment than to desperately turn in dishonest work.

**Unique Circumstances**
All students with unique learning challenges or skills are encouraged to contact the professor about ways the course can be made most accessible to them.

**Writing Centers**
Students are encouraged to use the services of the campus Writings Centers while preparing the projects and take-home exams. The Writing Centers are open weekdays and some evenings; the staff consists of over twenty peer tutors from a variety of majors and minors. Visit the Writing Centers website on the CSB/SJU homepage. To make an appointment, click on “Click Here to Schedule an Appointment”; then look for “First time here? Click here to register.” Or call to make an appointment: 5499 at CSB and 2711 at SJU. The Writing Centers are located at CSB in HAB 103 at SJU in Quad 263. When meeting with a tutor, request that the tutor email the professor to show that you have visited this center. **You will earn 2 extra credit points for each visit.**
Projects in Detail

Project 1: Applying the lens of gender

Use the lens of gender to analyze a short text of your choice, either in literature or philosophy. Check your choice of a text with the professor before you get started. Then write a 4 page paper in defense of a thesis statement.

1. In choosing your book, remember:
   a) It doesn’t have to be about gender. You look at whatever it is through the lens of gender.
   b) The length of your chosen book doesn’t matter as much as your careful reading of it. So, choose something of length you feel you can handle.

2. Read your book pages through the lens of gender. This means that you ask questions like the following:
   1) What are the male characters like (make a list of words that describe them).
   2) What are the female characters like (make another list)
   3) How are 1 and 2 different? Similar?
   4) What happens to the female characters? Male characters?
   5) Who has power, and who lacks power?
   6) Who is the reader drawn to like? Dislike?
   7) Are themes of masculinity and femininity present elsewhere in the text, beyond the human characters?
   8) What overall impressions does the text give about what it means to be male or female?

3. Next pull all your thoughts together into a thesis statement. A thesis statement not only describes the book as seen through a gender lens, but also claims the significance of what you describe. There are more tips for forming a thesis statement on the moodle page.

Ex. Little House on the Prairie presents female characters who are ________________, to the extent that young female readers provided with _____________ yet potentially __________ role models.

Ex. Pride and Prejudice describes for its readers a world in which ________________________, providing yet another example of ________________.

Ex. Plato’s Symposium portrays masculinity as ____________________________, complicating the message of the book by ________________________________.

4. Write a 4 page paper developing your thesis. Submit the paper by email.
Project 2: Going further with gender studies

This mid-semester project invites you to extend your learning in GWST 101 further into a branch of gender studies that interests you.

You can choose to go further with

a) History of Feminism
b) Masculinity studies
c) Queer Theory
d) Sexuality Studies

1. Read the book related to your topic, on reserve in the library.
   a) *A History of U.S. Feminisms*, Rory Dicker
   b) *Guyland: The Perilous World Where Boys Become Men*, Michael Kimmel
   c) *Queer Theory: An Introduction*, Annamarie Jagose

2. Gain a portable understanding of your topic: one you can take with you into life without the book nearby. Take notes on what you learn.
3. Organize what you learn into 4-6 key topics.
4. Apply these topics to our course: How are they similar to or different from our course? How might what you’ve studied reshape our course, challenge our course, or contribute to our course?
5. Write a 3 page essay on “5 (or 4 or 6) key topics in (Queer Theory, etc.) and how they relate to our course”
6. After submission of your paper, meet in class with the other students who chose your book, and prepare a 15 minute class presentation to share with the rest of the class.

Project 3: Evaluating Organizations working for change

In this final project, evaluate, on the basis of class material, organizations that are working to end gender-based violence. Compile a 4 page report of your evaluation.

1. Imagine that there is a certain philanthropist interested in funding initiatives that work to end gender-based violence. The philanthropist has funded a new non-profit organization toward this end, and I, Dr. Mercedes, am the director of this non-profit. You have been hired by us as a gender-theory consultant. Before our organization pours money into a new initiative, we want you to tell us what is already being done by other organizations. We want to know what is working and what is failing. We also want to know why. You’re the gender theory expert, and it’s your job to tell us. We’re not predominately interested in the websites or publicity materials of other organizations, so don’t come back and tell us that something isn’t working because a
link on their website doesn’t work: we have other consultants for our communications, our technology, and our fundraising. We hired you for theory. You’re the expert.

2. Consult the moodle site for a list of organizations working to end gender-based violence. Pick 4 to 6 of them to evaluate. Based on everything you have learned in the class, how well does this organization address gender-based violence? In what ways do they seem right on, and where do they seem off? What do you find potentially very effective, and why? Are they missing the heart of some issues, or sidestepping an important concern?

3. Decide how our new organization that has hired you as consultant should proceed based on your evaluation of other organizations. What should we replicate? What should we do differently? What is your best recommendation for us, based on your knowledge of gender, for how we can work to end gender based violence? Give us practical, on-the-ground suggestions, based in gender theory. Make sure that we’ll want to hire you again!

4. Prepare a compelling report. As you write your report, quote at least 3 texts you have read in class assignments this semester.

**Grading Rubric**

The catalog defines an A grade as “excellent,” a B grade as “good,” a C grade as “satisfactory,” and a D grade as “minimum passing.”

In keeping with this, an A in this class, on an assignment or as a final grade, designates work that truly excels. Work marked with the A has excelled beyond the requirements. Similarly, a B in this class is a good grade, and a mark of a job well done. B work meets the requirements in a way that more than satisfies them. The B is solid.

If an assigned essay question is worth 10 points, then grades will be given as follows:

- 10 = exceptional, above-and-beyond work (the rare A)
- 9 = notable, strong work (the promising AB)
- 8 = good work (nothing to be ashamed of here!), yet with room for more elaboration or precision (the solid B/BC)
- 7 = satisfactory work with evident effort, yet with mistakes, inconsistencies, or lack of clarity (the C/CD)
- 6 = lacking in some way, leaving significant room for improvement in this area (D)
- 5 and under = not a passing grade on this task
CLASS OUTLINE

GWST 101 with Mercedes: Masculinity, Femininity, and Gender Violence

I. Working categories for “Gender” and “Sex”
II. Studying the culture of gender violence
III. Resistance 1: Thinking Critically about Gender
   A. Ancient gender models
   B. Gender across contemporary cultures
   C. Parenting and gender
   D. Religion and gender
   E. Class and gender
   F. Bodies and Gender
      1. Disability and gender
      2. American Girls and “Body Projects”
      3. Sexuality and Gender
      4. Intersex Bodies
IV. Resistance 2: Feminism

Supporting texts:
Transforming a Rape Culture
What Makes a Man?
Global woman
The Body Project
Sexing the Body
Feminist theory: from margin to center
Feminism and Christianity

Supporting tasks:
Project 1: Gender in Literature or Philosophy
(Understanding and Analyzing)
Project 2: Going Further
(Understanding and Applying)
Project 3: Organizations Working for Change
(Evaluating and Creating)

Integrated unit on Race and Gender throughout

Bloom’s new taxonomy from http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
<table>
<thead>
<tr>
<th>CLASS SCHEDULE</th>
<th>UNIT</th>
<th>GUIDING QUESTIONS</th>
<th>COMPLETE BEFORE CLASS:</th>
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<tbody>
<tr>
<td>Jan. 11 (Mon)</td>
<td>Working categories for “sex” and “gender”</td>
<td>How does “sex” differ from “gender”?</td>
<td>For all future class meetings, strive to bring assigned readings to class, or arrange to share with someone else</td>
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<tr>
<td>Jan. 13 (Wed)</td>
<td></td>
<td>What is a woman? What is a man? What is “masculinity”? How does it relate to “femininity”?</td>
<td>1 print out and read this syllabus; bring it to class</td>
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<td></td>
<td>2 complete “Gender Workbook” activity, found on moodle</td>
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<td>3 upload a recognizable photo of yourself to moodle</td>
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<td>Jan. 15 (Fri)</td>
<td>Analyzing a culture of gender violence</td>
<td>What causes a “rape culture”?  In class film: selections from Generation M</td>
<td>1 Read Rape Culture pages 5-8</td>
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<td>2 Read What Makes a Man, pages 1-20, 31-42, and 291-294</td>
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<td>3 participate in your first moodle forum</td>
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<td>Jan. 19 (Tues)</td>
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<td>How do cultural conceptions of masculinity and femininity support the rape culture?  In class film: selections from Tough Guise</td>
<td>1 Read Michael Kimmel, “Men, Masculinity, and the Rape Culture,” in Rape Culture 141-156</td>
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<td>2 continue moodle forums</td>
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<td>Jan. 21 (Thurs)</td>
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<td>How does rape relate to hate crimes against GLBT persons?  In class film: Laramie Project</td>
<td>1 Read selections from Crisis on moodle</td>
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<td>2 continue moodle forums</td>
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<td>Jan. 25 (Mon)</td>
<td>Resistance 1: Thinking Critically</td>
<td>How do people resist a rape culture?</td>
<td>1 Read Orton, “Learning to Listen” and Levy, “The Date Rape Play,” in Rape Culture,</td>
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<td>Readings</td>
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<td>Jan. 27 (Wed)</td>
<td>A. Ancient Gender Models</td>
<td>1 Read selection from Anthology of Sacred Texts By and About Women on moodle</td>
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<td>2 moodle</td>
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<td>3 complete 5 point worksheet and bring it with you to class</td>
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<td>Jan. 29 (Fri)</td>
<td>B. Gender Across Contemporary Cultures</td>
<td>1 Read “Muddying the Waters: Constructions of Sexuality, Gender, and Sex in Cross-Cultural Perspective” on moodle</td>
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<td>2 moodle</td>
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<td>Feb. 2 (Tues)</td>
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<td>1 Readings on American Indian gender roles on moodle</td>
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<td>2 Read “Confessions of a pull-proof trigger” in What Makes a Man 139-152</td>
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<td>3 moodle</td>
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<td>Feb. 4 (Thurs)</td>
<td>C. Parenting and Gender</td>
<td>1 Read Miedzian, “How Rape is Encouraged in American Boys...” and Buchwald “Raising Girls...” in Rape Culture 161-171, 213-231</td>
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<td>2 Read Southgate and Stockler in What Makes a Man, 21-30 and 55-65</td>
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<td>3 moodle</td>
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<td>4 Submit project 1 by midnight Saturday the 6th</td>
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Lecture: Resistance and the classroom  
5 point in class assignment on homework texts  
235-257  
2 Read one of your choosing: Dworkin, Stein, Dines, or Benedict in Rape Culture  
3 moodle
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
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<tr>
<td>Feb. 8 (Mon)</td>
<td><strong>D. Religion and Gender</strong></td>
<td>How is religion involved in gender maintenance?</td>
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<td>Film Festival: Trembling before G*d</td>
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<td>1 Read “Religion” from <em>Gendered Worlds</em> on moodle</td>
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<td>2 moodle</td>
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<td>Feb. 10 (Wed)</td>
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<td>How do Christian communities teach gender?</td>
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<td>Film Festival: For the Bible Tells me So</td>
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<td>1 Read selections from Hess, <em>Caretakers of our Common House</em>, on moodle</td>
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<td>2 moodle</td>
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<td>Feb. 12 (Fri)</td>
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<td>Can religion inspire new models of gender?</td>
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<td>Film Festival: For the Bible Tells me So</td>
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<td>1 Read Boyd, <em>The Men We Long to Be</em>, on moodle</td>
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<td>2 moodle</td>
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<td>Feb. 16 (Tues)</td>
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<td>What do religions teach about homosexuality?</td>
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<td>Film Festival: Jihad of Love</td>
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<td>Turn in 5 point film festival worksheet in class</td>
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<td>1 Go to library and begin reading your project 2 book</td>
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<td>2 final moodle with your current group</td>
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<td>Feb. 18 (Thurs)</td>
<td><strong>Exam 1 in class</strong></td>
<td>1 Study (moodle break)</td>
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<td>Feb. 22 (Mon)</td>
<td><strong>E. Gender and Social Class</strong></td>
<td>How do sex and gender function in prison cultures?</td>
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<td>1 Read “Prison code” on moodle</td>
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<td>2 Read “Sanctuary,” in <em>What Makes a Man</em> 183-199</td>
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<td>3 first forum with your new moodle group</td>
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<td>Feb. 24 (Wed)</td>
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<td>How does gender interact with social class?</td>
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<td>1 Global Woman day 1</td>
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<td>2 moodle</td>
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<td>Feb. 26 (Fri)</td>
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<td>How does globalization affect gendered</td>
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<td>1 Global Woman day 2</td>
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<td>Date</td>
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| Mar. 9 (Tues) | How does class diversity impact gendered relationships in the U.S.?  | 1 Global Woman day 3  
|            |                                                                     | 2 moodle                                                             |
| Mar. 11 (Thurs) | How do social class and gender intersect in the lives of rural Minnesotans? | 1 Global Woman day 4  
|            |                                                                     | 2 “Women in Rural Minnesota,” special issue of the *Rural Minnesota Journal*  
|            |                                                                     | 3 moodle                                                             |
| Mar. 15 (Mon) | **F. Bodies and Gender**  
|            | **F.1. Disability and Gender** | How does disability impact gendered experience?  
|            |                                                                     | 1 readings on moodle  
|            |                                                                     | 2 moodle                                                             |
| Mar. 17 (Wed) | **F. 2. American Girls and “body projects”** | How do social conditions affect the way we live as sexed bodies?  
|            |                                                                     | In class film: *Killing us Softly*  
|            |                                                                     | 1 Read *Body Project* introduction and chapter 1  
|            |                                                                     | 2 moodle                                                             |
| Mar. 19 (Fri) | Who or what decides how we experience physical processes, such as menstruation? Would our bodies be different if we had been taught different gender identities? | 1 Read *Body Project* chapters 2 and 4  
|            |                                                                     | 2 Read short additional menstruation readings on moodle  
|            |                                                                     | 3 moodle                                                             |
| Mar. 23 (Tues) | **F.3. Sexuality and Gender** | How have sexual norms shifted through time?  
|            |                                                                     | 1 Read *Body Project* chapter 5  

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<tr>
<td>Mar. 25 (Thurs)</td>
<td>1. Read “Picture Perfect,” “Men Holding Hands,” and “lacking harriet,” 66-81, 167-182, and 224-237 in <em>What Makes a Man</em></td>
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<td>2. Print selections from <em>Spiritual Midwifery</em> to read in class</td>
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<td>Special Event: Guest Speaker MaryAnn Baenninger on psychology and gender. Meet in announced location.</td>
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<td>Mar. 29 (Mon)</td>
<td>1. Read “Why Black Sexual Politics?” on moodle—and print for class</td>
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<td>2. Read “Hooking Up...” from <em>Gendered Society</em> on moodle—and print for class</td>
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<td>3. Print Audre Lorde, “Uses of the Erotic” to read in class</td>
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<td>Mar. 31 (Wed)</td>
<td>1. Read selections from <em>Yes means yes</em> on moodle</td>
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<td>2. Read “Becoming La Mujer” and “Moving Toward Agency” on moodle</td>
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<td>3. Print selections from <em>Spiritual Midwifery</em> to read in class</td>
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<td>4. Last moodle with current groups</td>
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<tr>
<td>EASTER</td>
<td>Prepare for the heavy reading assignment coming up on the Wednesday after break</td>
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<tr>
<td>Apr. 7 (Wed)</td>
<td>1. Read <em>Sexing the Body</em> chapters 1, 2, and 3!</td>
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<td></td>
<td>2. Moodle with your new groups</td>
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<td>F.4. Intersex Bodies</td>
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**Notes:**
- Mar. 25 (Thurs) activities includes in-class 5 point worksheet on today’s two articles due in class.
- Mar. 29 (Mon) activities include in-class worksheet on today’s two articles due in class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Assignment</th>
<th>Reading/Work</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Apr. 9 (Fri)</td>
<td>What do hormones have to do with gender?</td>
<td>1 Read Sexing the Body chap. 7</td>
<td>2 moodle</td>
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<td>In class film: “Intersex” from 20/20</td>
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<td>Apr. 13 (Tues)</td>
<td>In what new ways can we conceive of gender?</td>
<td>1 Read Sexing the Body chap. 9</td>
<td>2 moodle</td>
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<td>In class lecture: Introduction to Feminism with 3 acronyms</td>
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<td>Apr. 15 (Thurs)</td>
<td>VI. Resistance 2: Feminism</td>
<td>1 Read Hooks preface-page 42</td>
<td>2 moodle</td>
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<td>What is feminism? What are the “waves” of feminism?</td>
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<td>Apr. 19 (Mon)</td>
<td>How does cultural diversity complexify and strengthen feminist politics?</td>
<td>1 Hooks pages 43-95</td>
<td>2 moodle</td>
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<tr>
<td>Apr. 21 (Wed)</td>
<td>In what ways do social class and race matter within feminist politics?</td>
<td>1 Hooks chapters 7 and 9</td>
<td>2 moodle</td>
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<tr>
<td>Apr. 23 (Fri)</td>
<td>What is feminist theory? What is feminist theology?</td>
<td>1 Hooks chapters 10 and 11</td>
<td>2 moodle</td>
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<td>Take-home Exam 3 due Sunday by midnight via email</td>
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<tr>
<td>Apr. 27 (Tues)</td>
<td>How do feminism and Christianity relate?</td>
<td>1 Feminism and Christianity chapter 1</td>
<td>2 moodle</td>
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<tr>
<td>Apr. 30 (Fri)</td>
<td>5 point Riswold worksheet due in class</td>
<td>1 Feminism and Christianity chapter 2</td>
<td>2 moodle</td>
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<td>5 point grade worksheet due in class</td>
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<tr>
<td>May 6 (Thurs)</td>
<td>No class during finals week</td>
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<td>Project 3 due by email</td>
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Grade Worksheet

You are expected to monitor your own progress in the course. The professor will provide a grade update only when the help is truly needed. Turn this sheet in on the last day of class, so that the professor can check your numbers against hers, and let you know of any significant differences.

1. Which days were you absent? _____________________________
   105 – (number of absences______ x 3) = __________ your attendance points

2. Did you skip any forums?
   100 – (number of forums you skipped ____ x 3) =___________ your forum points

3. Record Titles of Campus Events attended:
   One ______________________________ Two __________________________
   Three_____________________________ Four _______________________
   Number you attended _____ x 5 = __________ your campus events points

4. Did you write 3 in-class letters to your "gender peer"?
   15 – (number of letters missed ____ x 5) = _______ your gender peer points

5. Record your grades for short tasks:
   Topic ______________________Grade ______ of 5
   Topic ______________________Grade ______ of 5
   Topic ______________________Grade ______ of 5
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   Topic ______________________Grade ______ of 5
   If the professor assigns fewer than 11 assignments, you get the remainder of the points free. Add up your total short task points = ______________ /55 possible

6. Keep track of any extra credit you complete:
   Task ___________________________ Earning _____ points
   Task ___________________________ Earning _____ points
   Task ___________________________ Earning _____ points
   Task ___________________________ Earning _____ points

7. Add up the following to estimate your grade:
   / 105 attendance points
   + / 100 moodle forum points
   + / 20 campus events points
   + / 15 gender peer points
   + /15 race analysis log points
   + / 55 short task points
   + / 50 exam 1
   + / 50 exam 2
   + / 50 project 1
   + / 50 project 2
   + optional extra credit points
   + / 50 project 4 estimation
   + / 50 project 4 estimation
   = = = approx approximately
   / of 600 total points, or a letter grade of _____

For the overall class grade:
564-600 points = A (94% of total points)
534-563 points = AB (89% of total points)
504-533 points = B (84% of total points)
474-503 points = BC (79% of total points)
444-473 points = C (74% of total points)
413-443 points = CD (69% of total points)
360-412 points = D (60% of total points)
Less than 360 points = F
Final Self Evaluation
Name_________________________________________________________

I read all of the assigned readings in full and reflected on them before class.
5 4 3 2 1
I participated in moodle forums before class. I considered what my classmates write.
5 4 3 2 1
I regularly attended class and arrived on time for class.
5 4 3 2 1
I was consistently engaged in class (for example, I took notes, listened to lectures and other students, and occasionally responded to or raised questions and comments)
5 4 3 2 1
I completed the assigned short tasks in a timely manner.
5 4 3 2 1
I gave myself enough time to study for tests and complete projects.
5 4 3 2 1
I stayed in communication with the professor.
5 4 3 2 1
I sought help with the course when I need it.
5 4 3 2 1
I provided help to other members of the course.
5 4 3 2 1
My understanding of gender has significantly grown.
5 4 3 2 1
I have noticed ways in which this class relates to my life outside of class.
5 4 3 2 1
I gave the course attention to the extent that I was able to retain what I learned.
5 4 3 2 1

At mid-semester, you set two goals for yourself to improve during the rest of the semester. Evaluate your progress toward those goals here, and add any other relevant comments about your contribution to this class:

Your signature _______________________________________________________________

Scale:
5 I do exceptionally well in this area
4 I do fairly well in this area
3 I am getting by in this area
2 I could do much better in this area
1 I am not doing this at all
Midterm Self-Evaluation

Name _____________________________________________________

I read all of the assigned readings in full and reflect on them before class.
5 4 3 2 1

I participate in moodle forums before class. I consider what my classmates write.
5 4 3 2 1

I regularly attend class and arrive on time for class.
5 4 3 2 1

I am consistently engaged in class (for example, I take notes, listen to lectures and other students, and occasionally respond to or raise questions and comments)
5 4 3 2 1

I complete the assigned short tasks in a timely manner.
5 4 3 2 1

I have given myself enough time to study for tests and complete projects.
5 4 3 2 1

I stay in communication with the professor.
5 4 3 2 1

I seek help with the course when I need it.
5 4 3 2 1

I have provided help to another member of the course.
5 4 3 2 1

My understanding of gender is significantly growing.
5 4 3 2 1

I am noticing ways in which this class relates to my life outside of class.
5 4 3 2 1

I give the course attention to the extent that I am able to retain what I learn.
5 4 3 2 1

Looking back at how you have evaluated yourself, set two goals for how you can improve your experience of this class during the rest of the semester:

GOAL ONE

GOAL TWO

Your signature ____________________________________________