Introduction to Women’s & Gender Studies WS/DV 1500 ~
Contact Information - Professor: Dr. Cadrez-Poulson jayneecadrez@weber.edu
Tues/Thurs 10:30- 11:45 am, Rm 217 Social Science Building – Ogden Campus,
Thursday 5:30-8:10 pm Rm 321 Station Park Campus, dr.jaynee@live.com
Office Hours: Tuesday 10-10:30, Thursday 11:45 -1, By appointment Adj Office RM 328-C

Required Texts:

<table>
<thead>
<tr>
<th>Required Texts</th>
<th>ISBN</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Everything Changed: The Amazing Journey of American Women from 1960 to the Present (WEC)</td>
<td>9780316059541</td>
<td>Little Brown &amp; Company</td>
</tr>
<tr>
<td>Half the Sky: Turning Oppression into Opportunity for Women Worldwide (HTS)</td>
<td>9780307387097</td>
<td>Knopf Double Day Publishers</td>
</tr>
<tr>
<td>Online Reading - Bad Feminist Essays</td>
<td>9780062282712</td>
<td>Roxane Gay</td>
</tr>
</tbody>
</table>

DIVERSITY MISSION STATEMENT General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.

DIVERSITY LEARNING OUTCOMES
A student who successfully completes a General Education Diversity Course will:
1. describe his/her own perspective as one among many,
2. identify values and biases that inform the perspectives of oneself and others,
3. recognize and articulate the rights, perspectives, and experiences of others.

SOCIAL SCIENCE GENERAL EDUCATION MISSION STATEMENT
The mission of the Social Science general education area is twofold:
1. to provide students with a basic understanding of humans and their behavior within their environments; and
2. to assist students in their efforts to contribute to society in their particular professions and as responsible citizens of their various communities.

Course Description
This course seeks to provide a framework of concepts, themes, and vocabulary used in the field of Women’s Studies. This course will cover the histories and theories of feminisms in the United States, as well as global and transnational issues that affect women. We will draw from multiple readings, mediums, and perspectives, while highlighting the fundamental role of intersectionality (the ways gender, sex, class, race, ethnicity, sexual orientation, etc. interact to shape our identities and life experiences) in systems of societal privileges and oppressions. The course will include an investigation of how women’s intellectual activity has queried issues such as: gender construction and roles; gender and difference; intimacy; sexuality; health; self-concept; the psychology of oppression and resistance; family; education; and economic life. Exposing and understanding the workings of social systems can foster self-discovery, worth and empowerment, helping to answer within patriarchal societies, what are feminists?

In the early 1970s women’s studies courses began to appear in a variety of educational institutions across the United States. Early on they became linked to societal transformations i.e., in legal, social, economic, political and culture arenas as a result of their connections to the feminist movement. In so doing, women’s studies courses gave voice to the many and diverse issues concerning women around the globe. Women’s Studies is devoted to the academic study of the roles, contributions and scholarship of women. As such, this course serves as an introduction to the discipline of women’s studies using multicultural sources based on feminist scholarship, research and theory. In this course, we will examine the diversity of women’s experiences, perspectives and theories across the categories of gender, ethnicity, class and sexual orientation. To achieve these goals, we will use selected readings, online modules, videos, essays, critical conversations, discussions, peer review comment and response and service learning with reflections. See the following pages for clear outcomes and the corresponding tasks we will use to reach them.

Social Science Learning Outcomes (SSLO)
1. This course will require the use and mastery of information technology.
2. This course will require critical thinking, cognitive learning and individual
Women’s Studies Learning Outcomes (WSLO)
1. Know the main social, economic, political and psychological issues in contemporary women’s lives - globally and locally.
2. Possess the ability to connect ideas and concepts on oppression of women among common themes or topics.
3. Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence.
4. Possess the ability to discuss women’s class, sexual orientation and cultural (historically “racial”) diversity.
5. Possess the ability to design and implement a project demonstrating studied topics.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Corresponding Tasks</th>
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</thead>
<tbody>
<tr>
<td>SSLO: This course will require the use and mastery of written and oral communication and the use of information technology, library and other research.</td>
<td>Readings, course modules, discussions, peer review, research, assignment submission</td>
</tr>
<tr>
<td>SSLO: This course will require critical thinking, cognitive learning, abstract logic, reasoning and individual or group problem solving.</td>
<td>Essays 1,3, Mandatory Weekly Readings, Crucial Conversations 1,3, Service Reflections 1,3, Final Exam</td>
</tr>
<tr>
<td>WSLO: Know the main social, economic, political and psychological issues in contemporary women’s lives – globally and locally. Inspire a critical consciousness that becomes a part of your everyday life.</td>
<td>Essays 2,5, Real-World Observations Journal, Critical Conversations/Peer Reviews 1,3, Service Reflections 1,3</td>
</tr>
<tr>
<td>WSLO: Possess the ability to connect ideas and concepts about oppression of women within various fields among common themes or topics. Understand how power and privilege operate in U.S. society.</td>
<td>Essays 2,5, Critical Conversations 1,3</td>
</tr>
<tr>
<td>WSLO: Possess the ability to write a focused and coherent analytical essay based upon and sustained by evidence.</td>
<td>Essays 1,5, Service Learning Report, Final Exam</td>
</tr>
<tr>
<td>WSLO: Demonstrate knowledge of women’s class, sexual orientation and cultural (historically “racial”) diversity: Understand systemic oppression in the context of race, class, gender and sexuality. Demonstrate a comprehensive knowledge of societal and culturally gendered norms.</td>
<td>Essays 2,5, Real-World Observations Journal</td>
</tr>
<tr>
<td>WSLO: Possess the ability to design and implement a project demonstrating studied topics, present a media topic within a group, and demonstrate collaborative group problem solving.</td>
<td>Service Learning Proposal, Service Reflections 1,3</td>
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Course Objectives
The course seeks to teach the basic framework of feminist thinking through multiple perspectives, thinking critically about social oppression and privilege, and discussing these matters with one another in an attitude of respect, courtesy, and professionalism. Understanding how the institutions that control social power at large reveals how power operates in the private and public spheres of our daily lives. Many of the topics covered in this class may cause disagreement and debate within personal readings of the materials and class discussions. Despite these possible difficulties all matters will be handled respectfully, without exception.

Student Code of Conduct
Please review the Student Code of Conduct regarding plagiarism and cheating, you can find it here: [http://www.weber.edu/ppm/Policies/6-22_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html). I will forward any student caught doing so directly to the Dean of Students and provide a failing grade for this class. I will provide you with notes on English grammar, presentations and public speaking, essays and term papers, research style and usage:

**APA/MLA**
If you need addition help please visit and utilize the Writing Center. It is available to promote students' academic success and life skills development by providing free drop-in and appointment tutoring during day, evening, and weekend hours, for students writing in courses across the curriculum. For more information about the services and resources offered, please click on this link: [http://www.weber.edu/WritingCenter](http://www.weber.edu/WritingCenter). If you are not in the Ogden metro area and would like to utilize these services, you can find online support at this link: [http://www.weber.edu/WritingCenter/onlinetutoring.html](http://www.weber.edu/WritingCenter/onlinetutoring.html).
Services for Students with Disabilities:
“Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.” To contact this office, you can call 801-626-6413 or visit this website: http://www.weber.edu/ssd.

Plagiarism
Plagiarism is a violation of the WSU Student Code: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html and is not acceptable in this course (IV.D.2.d). If your writing appears plagiarized or if sources are not documented properly, you may receive an E on the assignment. If repeated offenses occur, you will receive a failing grade for the class and I will notify the WSU Due Process Officer.

The Student Success Center at Weber State University provides academic advisement for students earning an Associate of Arts or Associate of Science degree in General Studies. Academic advisors assist General Studies majors with academic planning, graduation sign-offs and referrals to other campus support services. The Student Success Center is also responsible for the administration of the First Year Experience Program (FYE), WSU's Assessment and Placement Policy compliance and WSU's Early Alert Referral Service (EARS). For more information about their services and resources, please click on this link: http://www.weber.edu/ssc

Counseling & Psychological Services:
As a student, your fees include access to counseling and psychological services. We all get temporarily frustrated, confused and disrupted by the circumstances of life. College alone can be stressful. Balancing your academic responsibilities with other roles and obligations can sometimes be overwhelming. Our highly trained staff has years of education and experience in helping people like you develop effective coping strategies. Together, you and one of our caring professionals can identify your concerns and work toward resolution. If you feel blocked on your journey toward health and wellness in emotional, social, educational, and/or career areas, you are not alone. Whether you are struggling with depression, anxiety, relationship problems, academic or career uncertainty, identity confusion, loneliness, grief, or other concerns, the WSU Counseling & Psychological Services Center can help. For more information, you follow this link: http://www.weber.edu/CounselingCenter/ or call 801-626-6404 for help.

Student Support Services (SSS) provides a variety of free services designed to help students complete a bachelor’s degree. To be eligible for services, students must be either low-income, first-generation or have a documented disability, and be pursuing a bachelor’s degree while enrolled full-time. Applications may be obtained in the Student Center, room 265. Student Support Services provides the following services: basic study skills instruction, tutoring, mentoring, book loans, academic advising, financial advising, a computer lab, and other services. All SSS services are personalized and offered by a staff of professional advisors and trained peer mentors or tutors.

Emergency Closure: If for any reason the university is forced to close for an extended period of time look for announcements or emails from me on where we will conduct our class. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

As this syllabus serves as a guide, you will be informed of any necessary changes. The instructor reserves the right to provide, modify and/or make changes as deemed necessary for course success. Legitimate excuses, such as illness, with documentation substantiating the excuse (a doctor’s note) may justify alternative accommodations, but students are responsible for the work that they miss. I encourage you to let me know early and often if there is a conflict with completing course assignments.

Grading Scale The assignment of letter grades is as follows:
Grades are calculated on a standard scale, with pluses and minuses as appropriate. Assignments will be graded and returned within one week. Criteria for assigning grades is as follows:
A = outstanding, available for highest accomplishments
B = praiseworthy, above average
C = average, satisfactory performance
D = minimally passing, below average
F = failing
(The cut-off grade for students taking the course for credit/no credit is a C. If you receive 73% or below you get a “no credit.”)
**Grade Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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</tr>
<tr>
<td>Reading Quizzes</td>
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</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Real-World Service Journal/Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Community Service Presentation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<table>
<thead>
<tr>
<th>Total</th>
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<tbody>
<tr>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>F</td>
<td>&lt; 60%</td>
</tr>
<tr>
<td>A =</td>
<td>94-100%</td>
<td>B =</td>
<td>84-86%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>C =</td>
<td>74-76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D =</td>
<td>64-66%</td>
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<tr>
<td></td>
<td></td>
<td>D-</td>
<td>60-63%</td>
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**Assignments:**

*Mandatory Weekly Readings* - As stated by departmental policy, each week will include around 40 pages of reading. Complete readings before class. You may find it helpful to take reading notes to ensure your preparation for class. Readings are required and will be included in the assignments, quizzes, and tests that help determine your grade. Short reading quizzes will be administered without prior announcement. These quizzes are designed to test familiarity with mandatory readings, attendance, and participation.

*Participation* - You must demonstrate your engagement with the class by active attention given to lectures, class discussions, videos, and guest speakers. If you are unable to attend class, this means that you will not receive participation credit for that day. This grade is determined by coming to class prepared, meaning that you have read the mandatory readings and are ready to discuss. Disruptive behavior (sleeping, texting, off-task talking, etc.) will negatively affect your participation grade.

*Service Learning Project/Presentation* - The expectation is for each of you to address the needs, concerns and/or interests of women through a service learning opportunity. You will be required to complete a project summary for approval, and then a presentation. In the past, students have volunteered at women’s shelters, completed clothing drives for women transitioning out of the criminal justice system and even sewn reusable feminine hygiene pads for women in developing nations. This project must link to the content of the course and is otherwise only limited by the scope of your imagination. You will complete 15 hours of service learning.

*Real World Service Observations Journal/Paper* - This assignment is meant to help make a connection with your service to an observation in the world around you. Journaling can be an eye-opening exercise that allows each student to apply what she or he learns in this course to the “real world.” You will be able to track your personal progress through service as they link with the class materials to see how concepts in Women's Studies, Gender and feminism have come up in your life. You may draw from just about anything: Facebook posts, Internet articles, advertisements of all kinds, personal conversations, TV shows, movies, cartoons, comics, medical forms, wanted ads, job applications, wedding invitations, etc. The requirements are as follows:

- Use lecture material and class discussion for supplemental framework. Explain the situation in which you experienced or observed the concept appearing in your life. Explain either the implications or affects of the issue. Why does it matter? How and whom does it hurt/disempower? If it is a positive experience, how and for whom? Explain your personal reactions. For instance, are you shocked? Surprised? Upset? Worried? Additionally, you do not have to reflect only on negative emotions. If you find a situation empowering and positive, and are also able to connect it to class readings, you are more than welcome to include this experience in your service journal entry. The final journal entry is to be typed (not hand-written) in 12-point font, double-spaced, Times New Roman, 1-inch margins and a MINIMUM of one full page. Please feel free to write more than the one-page minimum if you feel particularly inspired to do so. This is a chance to utilize class materials and personal experience, but not an opportunity to rely on personal opinion alone. Successful assignments will demonstrate an application of class materials to the “real world.” Reliance on personal opinion, generalizations, and/or stereotypes will receive low grades.
Community Event - The Women and Gender Studies department on college campuses hosts several on-campus events each semester. These include guest speakers (e.g. Women's Studies Department Colloquium Series), community activism events (e.g. The Day of Action), events organized by student groups (Outreach Association, Taboo Talks, etc.). Events will be announced in class and also posted to Facebook as they become available. You must turn in this assignment within one week of attending the event. For instance, if you go to an event on a Friday, you must turn in the assignment during our next class session that coming Tuesday. Along with your written response, include proof of attendance (e.g. ticket stub, literature distributed at event, etc.). This assignment is to be one page (double-spaced, 12 point font, Times New Roman, 1-inch margins) addressing the following:

What was the event (time, location, etc.)?
What were your reactions to the event? What did you learn?
Relate the event to at least ONE class reading or WMS author. You must cite the reading you use.

LATE WORK WILL NOT BE ACCEPTED. NO EXCEPTIONS.
If you have any concerns, please check with me PRIOR to the due date of any assignments or exams in question.

Course Policies:
Class begins on time. Habitual tardiness or early departure will lower your participation grade.
Please silence and completely put away cell phones, and turn them off. Consider this your warning, I will dismiss you from class.

- Laptops are not allowed, even for note-taking.
- Come to class with your course textbooks and notes, readings completed, and be prepared to discuss them. Expect that we will cover a wide range of topics and will not always agree on which interpretations are best.
- Due to the personal and sometimes controversial topics in this class, it is necessary that we all keep an open mind and engage with each other in a respectful, courteous way. Despite differences of personal opinion, we will rely on scholarly analysis and respectful debate based on the course materials.
- Racist, sexist, homophobic, and overall offensive language and dialogue does not contribute to creating the safe space (a space that is open and accepting, challenging, and does not tolerate harassment or discrimination) necessary for this class to flourish. Such comments will be addressed and discussed in class should they arise.
- Grades on class assignments will be posted as the class progresses. If you have concerns about your grade, please make an appointment to see me. Waiting until the end of the class is neither desirable nor effective.
- Please do not pack up before class is dismissed. I respect your time and will actively manage class to ensure you are not kept passed our scheduled time.

Some topics and readings covered in this class may be emotionally intense. Please look ahead over the readings in the course schedule. If you have any questions or concerns about UPCOMING material, please discuss any matters with instructor before that class session. Additionally, please be aware that some topics may cause emotional stress for classmates. According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

**The course schedule is subject to change according to the instructor’s discretion.**
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<tr>
<td><strong>1/1</strong></td>
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<td><strong>2/2</strong></td>
<td><strong>9/2</strong></td>
<td><strong>6/2</strong></td>
<td><strong>2/2</strong></td>
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<tr>
<td><strong>4/2</strong></td>
<td><strong>1/1</strong></td>
<td><strong>1/2</strong></td>
<td><strong>1/2</strong></td>
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<tr>
<td><strong>1/1</strong></td>
<td><strong>1/9</strong></td>
<td><strong>2/1</strong></td>
<td><strong>1/2</strong></td>
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<tr>
<td><strong>4/4</strong></td>
<td><strong>1/4</strong></td>
<td><strong>1/2</strong></td>
<td><strong>1/2</strong></td>
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</tbody>
</table>

**Introduction to Course**

- Review syllabus
- Poem - I think I was enchanted, Emily Dickinson [http://hellopoetry.com/poem/2964/i-think-i-was-enchanted/](http://hellopoetry.com/poem/2964/i-think-i-was-enchanted/)

**Women's Studies and Feminism**

- When Everything Changed – Gail Collins

**Week 2**

- **The 2nd Shift**
- **Social ID Wheel**

**Week 3**

- **Ain't they Women?**
- **Madonna or Whore**

**Week 4**

- **The Backlash**


**Watch: Courtney Martin Reinventing Feminism** [http://www.ted.com/talks/courtney_martin_reinventing_feminism.html](http://www.ted.com/talks/courtney_martin_reinventing_feminism.html)

**When Everything Changed – Gail Collins**
- Ch. 2 - The Way We Lived
- Ch. 3 - Housework
- Ch. 4 - The Ice Cracks
- Ch. 5 - What Happened?
- Ch. 6 - Civil Rights
- Ch. 7 - The Decline of the Double Standard
- Ch. 8 - Women’s Liberation
- Ch. 9 – Backlash
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2/4</td>
<td></td>
<td>The Goddess Divine</td>
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</table>
|      |      | **When Everything Changed – Gail Collins**  
|      |      | Ch. 10 – “You're Gonna Make It After All”  
|      |      | Ch. 11 - Work and Children |
|      |      | **Week 5** |
| 2/9  |      | Having it all. Can We Really? Can we ever?  
|      |      | ...or do we always end up settling for less? |
|      |      | **When Everything Changed – Gail Collins**  
|      |      | Ch.. 12 – The 1980s Having It All  
|      |      | Ch.. 13 – The 1990s Settling for Less? |
| 2/11 |      | Celebration of 1billionrising  
|      |      | VDAY.ORG 2016 |
|      |      | "A Memory, A Monologue, A Rant and a Prayer" |
|      |      | **When Everything Changed – Gail Collins**  
|      |      | Ch. 14 – The New Millennium  
|      |      | Ch.. 15 – Hillary and Sarah...and Tahita |
|      |      | **Week 6** |
| 2/16 |      | Sex/Gender/Queer/Trans  
|      |      | Constructions, Identities, and Issues  
|      |      | Bad Feminist Essays  
| 2/18 |      | Sex/Gender/Queer/Trans  
|      |      | Constructions, Identities, and Issues  
|      |      | Watch: LZ Granderson –  
|      |      | the Myth of the Gay Agenda  
|      |      | [http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html](http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html)  
|      |      | Watch: Ash Beckham -  
|      |      | Coming Out of Your Closet  
|      |      | [http://www.youtube.com/watch?v=kSR4xuU07sc](http://www.youtube.com/watch?v=kSR4xuU07sc) |
|      |      | **Week 7** |
| 2/23 |      | National Eating Disorder Awareness Week 2/21 - 2/27  
|      |      | The Body as a Social Construction  
|      |      | The Beauty Myth  
|      |      | The Pretty Girl Pass  
|      |      | Eat Disorders  
|      |      | Sex, Power, Intimacy  
|      |      | The Cult of Virginity  
|      |      | “My daughter is an All American athlete, not an American Girl doll” Model Mothers unite!  
|      |      | Redefining Beauty |
| 2/25 |      | National Eating Disorders Awareness Week, NEDAW  
|      |      | Project Heal, SPEAK, Guest Lecture |
|      |      | **Week 8** |
| 3/1  |      | Guest Lecture, Video in Class, Presentations  
|      |      | The Body/Media Images, Still killing us softly  
|      |      | Fairy Tales, Disney, Barbie, and Porn |
| 3/3  | MIDTERM | TEST DAY |
| 3/8  |      | Spring Break | No Class |
| 3/10 |      |      |      |
### Week 10

#### 3/15
- Transgender, Guest Speaker, UT Pride
- Presenting by NEW OPULENCE ARTS
- Surprise Party, Written and Directed by Tahnee Cadrez

#### 3/17
- Love, Sex, Class, Race, Family, Marriage, and Religion
- "Men are from Mars, Women are from Venus...really?"
- "Family Systems"
- "Memoirs of a Geisha, Do we still buy People?"

### Week 11

#### 3/22
- Women and the Media
- Studs vs. Sluts, Objects vs. Subjects in Music and Movies

#### 3/24
- All about Janes; Women and Mental Health
- Jane Goodall, Jane Eyre, Jane Austen
- Jane Eyre, Abi Goddey, 365 Poetry Slam, Guest Lecture

### Week 12

#### 3/29
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 1 – Emancipating Twenty-First Century Slaves

#### 3/31
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 2 – Prohibition and Prostitution
  - Chpt. 3 – Learning to Speak Up

### Week 13

#### 4/5
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 4 – Rule by Rape
  - Chpt. 5 – The Shame of “Honor”

#### 4/7
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 6 – Maternal Mortality –One Woman a Minute
  - Chpt. 7 – Why Do Women Die in Childbirth?

### Week 14

#### 4/12
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 8 - Family Planning and the “God Gulf”
  - Chpt. 10 – Investing in Education

#### 4/14
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 11 – Microcredit: The Financial Revolution
  - Chpt. 12 – The Axis of Equality

### Week 15

#### 4/19
- Globalization and Women
- Half the Sky: Kristof & WuDunn
  - Chpt. 13 – Grassroots vs. Treetops
  - Chpt. 14 – What You Can Do

#### 4/21
- Feminist Activism Reports
- Presenting on Service
  - Activism, Change, and Feminist Futures
  - Resisting Violence Against Women

  Watch: Jackson Katz on Violence Against Women Being a Men’s Issue
  [http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html](http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue.html)
  Are you a Feminist?

### Week 16

#### 4/26
- Review for final.

#### 4/28
- FINAL
- Final Exam