



Introduction to Women's Studies

WMST 2601 (CRN: 40169)

Fall 2023: August 28 – December 18, 2023

In Person, Tuesday-Thursday 11 AM to 12:15 PM, Cushwa 3222

Contact Information

Professor: Dr. Amanda Fehlbaum

Pronouns: She/Her/Hers

Office: DeBartolo Hall 437

Phone: 330-941-2716 (Office) or 330-406-9490 (Google Voice/Text)

Email: afehlbaum@ysu.edu

Preferred Contact Method: Email

Student Support Hours: Tuesdays and Thursdays from 2 – 3 PM; Wednesdays from 1 to 4 PM.

I am also willing to meet by appointment (virtual or in person) at other times.

Communication Expectations: I typically respond to email within 24 hours on weekdays. I strive to grade assignments within one week.

Catalog Description

Introduces key concepts, theoretical frameworks, and interdisciplinary research drawn from current scholarship about women. Concentrates on major issues relevant to the status and roles of contemporary women, including examination of effects of sexism, racism, ethnicity, and class distinction.

Course Description

The aim of this course is to introduce the discipline of Women's Studies and, through it, to the study of women's and men's lives, viewpoints, and forms of expression. To do this, we need to figure out what we mean by "women" – what, if anything, it has meant to be "women" in diverse historical periods, global locations, socioeconomic classes, and racial and ethnic groups. We will do this by analyzing representations of women and the actual conditions of their lives, contemplating how ideas of femininity operate as a cultural force, and how differences in power and privilege between women complicate definitions of "womanhood." In addition to introducing you to the body of women's studies scholarship, this course will emphasize developing key reading, writing, and critical thinking skills. Two key assumptions inform this course: 1) both commonalities and differences mark the gendered lives of women and men; 2) the dynamics of power are central to gendered lives and institutions. Over the course of the semester, we will consider the ways in which feminists have engaged these issues locally and globally.

Course Materials

Required Textbooks:

Shaw, Susan M. and Janet Lee. 2023. *Gendered Voices, Feminist Visions*. 8th Ed. New York: Oxford University Press. ISBN-13: 978-0197622612

Foster, Diana Greene. 2021. *The Turnaway Study: Ten Years, A Thousand Women, and the Consequences of Having – or Being Denied – an Abortion*. New York: Scribner.
ISBN-13: 978-1982141578

Students are required to have access to [Blackboard](#) for weekly quizzes and some reading assignments. These are the [computer lab locations](#) on campus

If the university shifts to a fully online modality, the course will take place as “online-live” over WebEx videoconferencing. In that case, a webcam, microphone, and speakers will be required, whether as separate devices or as integrated into a computer or smartphone.

Course Learning Outcomes/Objectives

After successful completion of this course, students will be able to:

- Identify key terminologies and concepts related to Women's Studies.
- Apply feminist theory to interpret diverse women's experiences and narratives.
- Employ different methodologies used in Women's Studies research to explore topics related to gender and sexuality.
- Evaluate ethical implications in the conduct and interpretation of research in Women's Studies, considering diverse perspectives and voices.
- Critically analyze and interpret various forms of evidence – such as data, case studies, and narratives – utilized in Women's Studies to support arguments and theories.

Students will also meet the Social Sciences General Education Learning Outcomes:

- Demonstrate understanding of contexts and development of human cultures and institutions.
- Demonstrate understanding of individual and social behavior.
- Demonstrate an understanding of methodologies used in the social sciences.

Students will also meet the Social and Personal Awareness's Domestic Diversity General Education Learning Outcome:

- Demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.

Design of the Course

This course is in a seminar format rather than a lecture format. That is, rather than me talking at you, you will be engaged in conversation and dialogue with me and your peers. You will also engage in an action project that puts theory into praxis.

Participation

Unlike many other courses which you will take as a university student, this course stresses participation and interaction and as a result we will spend the majority of course time in discussion. Because of the personal nature of the material covered in this class, it will inevitably

expose many strong emotions and opinions. Please remember that this can be exciting as long as the material is approached in the proper spirit. You will quickly notice that all feminist thinkers do not agree amongst themselves, and undoubtedly as a class we will not either. However, while you will not all be expected to be “feminist” or to think alike, respect for one another as well as willingness to deal with controversial or uncomfortable issues is essential to the success of this class.

Because participation is so vital to this course, it is worth 100 points total for the semester. Participation does not mean simply coming to class. It means being an active part of class discussion (both speaking and listening). It means asking questions when they arise in class, in your groups, or in student support hours. If you are taking part in these activities, it shows me that you are prepared and thinking about the course material.

The class will devise a participation rubric in the first days of class (to be located under “Design of the Course” on Blackboard). The rubric will be used for each class meeting starting September 12. These grades are averaged over the course of the semester to serve as your overall participation grade. At the end of each class, you’ll have the opportunity to rate yourself and this data will be provided to you for when you periodically assess your own participation. This periodic assessment not only provides me with useful data, but also encourages you to think reflectively about the class environment.

Politics of Location Statement

You will begin the semester with a Politics of Location Statement and end the semester with its revision. Each statement is worth 35 points. Instructions are on Blackboard.

You are expected to post a copy of your initial statement to a Blackboard discussion board by due date. Then, everyone will be required to read each other’s statement so that we all understand the various experiences each of us operates out of in this class. We will follow up our readings with an online discussion about which factors emerge as the most influential forces on people’s identities as explained by these statements. Since you will be sharing your ideas and thoughts, make sure that **you don’t write anything in your statement that you aren’t prepared to share with others**. Your grade for this assignment will be based upon how well you express your identity in writing as well as your participation in the online discussion. You should follow the Written Assignment Guidelines and pay attention to grammar, punctuation, paper format, and overall sentence execution.

Syllabus Quiz

In addition to the quizzes given during the course, a quiz worth up to ten points will be given. You have from the first day of class (August 28) to 11:59 PM on September 10 to take the syllabus quiz. The syllabus quiz grade cannot be dropped. For the quiz, you need to be familiar with the general policies, assignments, and expectations of the course.

Readings

Completing the assigned readings for each class is crucial to your success in this course as a whole. I expect that you will participate actively in class, ask questions, and challenge the ideas put forward by the texts or within class discussions.

Some of the readings contain strong language and graphic descriptions of violence and sexual situations, and many of the authors take political stances with which you might personally disagree. Please keep an open mind both to the readings and to the views of your classmates with whom you might have differences. Also, please remember that in a university classroom, you must be able to differentiate between emotions and personal opinions on the one hand, and reasoned analysis of the course material on the other.

Quizzes

There will be 13 quizzes in this class, given approximately every week, generally on Thursdays. Quizzes are formatted to include a combination of multiple choice, true/false, matching, fill-in-the-blank, etc. Quizzes are worth a total of 20 points each. They will generally cover the reading material assigned since the last quiz, as well as questions from the lecture since the last quiz. Information about what will be covered on each quiz is posted on Blackboard. **Quizzes are closed book and closed note.**

Quizzes will be open as soon as class ends on Thursday and you will have 20 minutes to complete the quiz. Quizzes will remain open until 11:59 PM on Friday and you can only take each quiz once.

In the event there is a technological issue during the quiz, I will reset it for you once. You get one full reset due to technological issues per semester. Note: Blackboard does not always cooperate when quizzes are taken using smart phones. You are encouraged to take your quizzes on a computer. After taking the quiz, [you will receive a confirmation number that your submission was successful.](#)

If you have a problem with a quiz question, such as how it was worded or if you think the answers are incorrect or vague, you need to make an appointment or see me during my Student Support Hours to discuss it. I will not address quiz questions or answers during the quiz, over email, or in public.

Quizzes take the place of exams in this course. That is, you will not have a midterm exam or a final exam in the traditional sense.

Activism Project

The Activism Project is intended to enhance your learning by making connections between theory (what we think), practice (what we do), and reflection (how our experiences impact what we “know”). For this project, participants carry out an “action” that is grounded in feminist theory and consequently aims to improve the lives of those affected by oppression.

This project is carried out in groups. By working in groups, you will learn specific skills such as planning and leadership as well as how to consult, reflect, and collaborate with your peers. You will be required to report on your progress through project logs that detail your work, research, actions, reflections, and concerns. Each of the five **Project Logs** is worth 20 points.

You will also be keeping a **Project Journal**. Your eight journal assignments, worth 10 points each, should show that you are making progress on your activism project. In essence, your journal is a place to think on paper and experiment with your writing as you make connections between our class texts and your academic, activist, and intellectual interests. This should not be a mere summary of the material, but rather your reflections, opinions, questions, and observations. While I expect you to write in a coherently organized manner, you do not need to worry about formal citation of texts (naming the text or author will suffice) nor technical aspects of writing. There is no set formula for journal entries. The best journals make connections – among the readings, between the readings and class, between course materials and current events or personal experiences. There are no correct answers or stands to take in the journal, except that you must be attentive to and accurate about what you have read. I drop the lowest journal grade. Periodically, though not every week, I will comment on your journal entries.

The Activism Project is broken into five phases: Preparation and Context Building (Weeks 1 – 3), Building Solidarity and Planning the Project (Weeks 3 – 5), Implementation and Monitoring (Weeks 5 – 12), Evaluation and Reflection (Weeks 12 – 15), and Presentation (Week 16). The **Presentation** is worth 100 points.

Completing the journal and the project logs provide you with an archive to use in preparing for your **Activism Project Reflection**. This reflection, worth 50 points, will link your project to feminism and core course concepts. More information about the Activism Project can be found on OneNote through Blackboard.

Submitting Assignments to the Safe Assign Folder on Blackboard

The reason you must submit assignments to the Safe Assign link on Blackboard is so that a plagiarism check can be run on your assignment. If you turn in your assignment early and see that you had a high plagiarism rating in the originality report, you may have the opportunity to see what you did and correct the assignment before it is due. You may contact me to clear your original so that you can submit an improved version. Plagiarism, regardless of intention, is taken seriously.¹

Please make sure you are submitting to the correct assignment file for the assignment. **If you have problems submitting to the assignment file, you need to e-mail me and let me know well before the assignment is due (e.g., two days, not two minutes).** Assignments should be

¹ See section on Academic Integrity

submitted as .doc, .docx, or .pdf files. Other file types will not be accepted. You are responsible for converting your document, if necessary, into an acceptable format. Unless otherwise noted, **do not just copy and paste the assignment into the text box!**

Blackboard has the option of [uploading from Cloud Storage](#) such as Google Docs and Cloud Drive. Submitting just a link to a Google Doc or OneDrive document – [unless you have uploaded on Blackboard using Cloud Storage](#) - will result in a grade of zero because it does not allow for the plagiarism check to take place.

Please take care to ensure that your assignment properly uploaded to Blackboard.² After you submit your file to the Safe Assign folder, [you will receive a confirmation number that your submission was successful](#).

Extra Credit

There are a few opportunities to earn extra credit in this course. They will be announced on Blackboard as they become available.

How to Succeed in This Course

I truly want everyone in this class to succeed not only in this course but throughout their college careers. To succeed in this course, I expect students to attend class regularly, engage with the course, complete the assigned readings for each class, participate in class discussion, complete assignments on time, proofread their papers, and not plagiarize.

Levels of engagement can vary from above average to below average and may be reflected in your grade.

Above average engagement involves:

- Spirited intellectual engagement with the course readings and the class
- Conscientious and insightful preparation of assignments
- Assignments that make and support sophisticated arguments, are well-written and interesting to read, and are free of errors in spelling, punctuation, and grammar
- Active and thoughtful participation in class discussion

Average engagement involves:

- Clear demonstration in papers and in class discussion of understanding the concepts we explore
- Assignments with clear thesis statements and careful research
- Consistent participation in class discussion

Below average engagement involves:

- Work that shows minimal synthesis of concepts or original analysis

² [This video shows you how to upload an assignment](#)

- Infrequent participation in discussion
- Assignments that are incomplete or late
- Assignments that are not well-researched or are presented carelessly (not proofread or contain many mechanical errors)

My Student Support Hours (Office Hours) are held Tuesdays and Thursdays from 2 to 3 PM, Wednesdays from 1 to 4 PM, and by appointment. Please see me if you have any questions concerning the reading material, in-class assignments, papers, study strategies, etc. If you are unable to meet me during these hours, but need to be seen, you can e-mail me to make an appointment

How to Get Help

YSU is committed to your success. As a student you have access to several resources that may be instrumental in helping you succeed in this course and others. Please do not hesitate to utilize any of these [free support services](#) to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

One such support service is the [Writing Center](#). They provide writing consultations for any discipline as well as basic computer literacy help.

If you are reading this sentence before the end of the second week of class, send me an email with the subject line "Roar," and include an image of your favorite dinosaur. I will award you 5 points. Thank you for reading the syllabus.

Attendance Expectations

This course is designed to be interactive. Please come to class prepared to discuss and actively participate. I encourage vibrant and respectful interaction. Discussion should be directed to the entire class. I start instruction promptly and continue to the end of designated class time.

Attendance will be taken during each live class. I understand that you may not be able to attend every class and/or that you may be required to leave a class early. I ask that you please communicate with me via email as soon as possible if you cannot attend a class and/or you have to leave a class early, and together we will make arrangements to ensure you can catch up on any content you missed.

[Youngstown State University's Attendance Policy](#) reads as follows:

The faculty believes that classroom activities are essential to learning. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor. The responsibility for work missed during absence rests with the student.

The instructor has no obligation to give make-up graded coursework or to review other class work missed by a student because of absence apart from absences due to

participation in university-sponsored events, government-related activities, religious observances, death of a family member, and documented personal illness.

This course follows an informal 'everyone gets two' policy – this means two unexcused absences from class with no penalty starting September 12 (the last day to add a class is September 5).

Thereafter, unexcused absences incur the following penalties:

- 3 absences reduce your highest possible final letter grade to a B
- 4 absences reduce your highest possible final letter grade to a C and you will be referred to academic counseling via the Resch Academic Success Center.

Students who are consistently absent without a university-sanctioned excuse and accompanying documentation need to meet with me to discuss their situation and what steps can be taken to ensure their success in the course. Missing more than 60% of classes and/or non-submission of coursework may result in a Nonattendance F (NAF).

Late Work Submission Policy

Late journal and project log assignments are eligible for credit according to the following schedule: one day past due = 75%, three days past due = 50%, one week past due = 25%. These assignments cannot be accepted more than one week past the due date.

Your lowest two quiz grades and lowest journal grade are dropped from final grade calculations. **Make-up quiz assignments will not be given for any reason.** Quizzes will only be given during the window for the quiz – not before or after. The dropping of the lowest two quiz grades, lowest journal grade, and excusal of two course absences is designed to accommodate people who experience unavoidable emergencies or conflicts during the semester (including, but not limited to: work, religious holidays or celebrations, doctor's appointments, extracurricular events, etc.). If your schedule requires that you must frequently miss class, it may be in your best interest to drop this course. You may want to set a calendar reminder or alarm to remember to take the quiz each week.

Please Note

Technological difficulties are not considered a valid excuse for tardiness. Please contact me – email, call, text - well before an assignment is due if you are having technical difficulties. I will do my best to work with you to address the situation.

Class Conduct

The American Sociological Association states, [“As sociological scholars and citizens, we have a responsibility to study and speak out regarding all forms of racism and injustice.”](#) I stand in solidarity and support the fight against systemic racism and the oppression of Black folks, Indigenous folks, and other People of Color, members of the LGBTQIA+ community, and non-binary individuals.

In this class, we will discuss issues that are highly controversial. We all come from different perspectives on these issues. It is likely that we will disagree with one another. I welcome and encourage lively discussion, as that is necessary for true learning to occur. However, disagreements should not come in the form of personal attack. Mutual respect is required to maximize a healthy and fair learning environment. You may disagree with each other's ideas and the evidence used in the arguments, but you should respect each other as people.

I show several video clips from a variety of sources as part of the course curriculum and to aid your understanding of concepts that are sometimes abstract or hard to understand. If anyone is ever made to feel uncomfortable or feels something is inappropriate, I request that you talk to me about it to see if the issue can be resolved in a way that allows learning to occur on both of our parts.

A positive learning environment involves commitment of both instructor and students in a course. [Reciprocal Responsibilities for Undergraduate Students and Instructors](#) was developed jointly with the Student Government Association and YSU Academic Senate to outline mutual responsibilities in the classroom, and our class will follow these guidelines.

Communication Issues

Email

I can best be reached by e-mail, but my response may not be immediate. Please indicate which course you are in when emailing me for the first time. You also need to always sign your emails at the end (write your name).

Students are expected to check their e-mail for university announcements or information from instructors, though announcements will typically be cross-posted on Blackboard. It is to your benefit to check your e-mail so that you have the most up-to-date information pertaining to this class. If you use an e-mail address other than your YSU account (in other words, it does not end in "@ysu.edu"), I cannot guarantee that I will receive your e-mail.

Emails that address the professor as Miss, Ms., Mrs., or by first name will not receive a response after an initial warning. Please address me as Dr. Fehlbaum, Professor Fehlbaum, or Prof. Fehlbaum.

Phone

I have a phone in my office; however, I cannot always be relied upon to answer it. The number is 330-941-2716. You may call or text my Google Voice number - 330-406-9490. Regardless if texting or calling, please identify yourself.

Grading and Grading Scale

A breakdown of the points available in this course is shown below:

Syllabus Quiz	10
Participation	100
Politics of Locations Statements (2, 25 pts each)	50
Activism Project Journals (8, 10 pts each, lowest dropped)	70
Activism Project Logs (5, 20 pts each)	100
Activism Project Reflection	50
Activism Project Final Presentation	100
Weekly Quizzes (13, 20 pts each, 2 dropped)	<u>220</u>
	700 points total

Final Grades

Final letter grades will be assigned as follows:

- A: 630 - 700
- B: 560 - 629
- C: 490 - 559
- D: 420 - 489
- F: 0 – 419

YSU's Grading System can be found [here](#).

Final grades will be based on points, not percentage. **Final grades are non-negotiable.**

Honors Contract Language

Honors students may contract this course for honors credit. Notify me of your interest to discuss options and complete required paperwork. You must submit the project to me by the semester deadline.

University Policies

[University policies](#) can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

- [Statement of Non-Discrimination from the University](#)
- [Academic Integrity/Honesty](#)
- [Student Accessibility](#)
- [Incomplete Grade Policy](#)
- [Academic Grievances and Complaints](#)
- [Attendance Policy](#)

Academic Integrity

As outlined in *The Student Code of Conduct*, all forms of academic dishonesty are prohibited at Youngstown State University. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the [academic integrity policy](#) will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of *The Student Code of Conduct*, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Note: Not adequately citing your sources, such as only listing sources at the end and not citing them within the assignment, is a violation of academic integrity. If you do this in an assignment, you will receive a zero on your assignment and will be reported for academic dishonesty.

All rules pertaining to plagiarism and academic integrity in general also pertain to the use of Artificial Intelligence (AI). Artificial intelligence (AI) is a new tool - of both striking capacity and severe limitations. It is an excellent way to get started in your writing, but use it at your own risk. You may not use it in your Course Activism Project; however, it may be used in lower-stakes assignments like journals under the following circumstances:

- If you include AI-generated text directly into an assignment, treat it like a quote from any other source. Set it aside from the text with quotation marks or as a block-quote and cite the source parenthetically or in a footnote (see how here: libguides.umn.edu/chatgpt).
- You are responsible for fact checking statements composed by AI language models.
- If you include information or data into an assignment that you found through an AI tool, treat it like information from any other source and include a citation. The citation should also include the prompt to which you asked the AI to respond.
- If you include AI generated materials that the AI copied without attribution from another published source, you - and not AI - will have committed plagiarism.
- You will be held responsible for any errors that derive from AI-generated materials.
- AI will not count toward an assignment's source-minimum (i.e., the number of sources you are required to include in an assignment).
- If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me.

If you are retaking this class to receive a higher/passing grade, you may not submit assignments you previously submitted in the course.

Title IX

Title IX makes it clear that violence, discrimination, and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of

support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: Title IX Coordinator (titleix@ysu.edu), Counseling Services (330-941-3737), YSU Police (330-941-3527), and Rape Crisis & Counseling Center (24-hour crisis line: 330-782-3936). More information can be found at <https://ysu.edu/title-ix/>.

Voluntary/Involuntary Medical Leave or Withdrawal

[Medical leave/withdrawal](#) is available for all students with a documented physical or psychological illness of a serious nature that requires them to leave the university after the last day to withdraw with a grade of "W" without completing their coursework.

University Schedule of Operations

Last Day to Add or Change a Grade Option:	September 5, 2023
Last Day for 100% Refund:	September 10, 2023
Last Day for Withdrawing with a Grade of "W":	October 29, 2023
No Class (Thanksgiving):	November 22 –24, 2023

Course Schedule

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning. For maximum benefit in this course, complete the readings by the assigned date to prepare for class.

GVFV: *Gendered Voices, Feminist Visions*

TS: *Turnaway Study*

Wk	Date	Topic	To Prepare for Class / Assignment Due
1	August 29	Introduction to Course	Establish participation rubric
	August 31	Women's Studies: Perspectives and Practices	GVFV: Chapter 1 Rich Baumgardner & Richards
2	September 5	Systems of Privilege and Inequality	GVFV: Chapter 2 Politics of Location DUE Project Journal 1 Due
	September 7		GVFV: Lorde Crosley-Corcoran Taylor Syllabus Quiz DUE Quiz 1 Due Friday
3	September 12	Learning Gender	GVFV: Chapter 3 Project Journal 2 Due
	September 14		GVFV: Fausto-Sterling Lorber

Wk	Date	Topic	To Prepare for Class / Assignment Due
			Eliot Gould Topics Chosen, Groups Formed Quiz 2 Due Friday
4	September 19	Inscribing Gender on the Body	GVFV: Chapter 4 Group Contract Due Project Journal 3 Due
	September 21		GVFV: Swami, et al. Steinem Brown and Tiggemann Orbach Quiz 3 Due Friday
5	September 26	Sex, Power, and Intimacy	GVFV: Chapter 5 Project Journal 4 Due
	September 28		GVFV: Taylor Ambrosino Waters Copland Quiz 4 Due Friday
6	October 3	Media and Culture	GVFV: Chapter 6 Project Log 1 Due
	October 5		GVFV: Woolf Lorde Hu Quiz 5 Due Friday
7	October 10	Health and Reproductive Justice	GVFV: Chapter 7 Project Journal 5 Due
	October 12		GVFV: Clark Combellick-Bidney Wagner Wood & Bourke Quiz 6 Due Friday Midterm Participation Log Due
8	October 17	<i>Turnaway Study</i>	TS: Introduction TS: 1. The Turnaway Study, Amy TS: 2. Why Do People Have Abortions? Jessica Project Log 2 Due
	October 19	<i>Turnaway Study</i>	TS: 3. Access to Abortion in the United States, Martina Quiz 7 Due Friday

Wk	Date	Topic	To Prepare for Class / Assignment Due
9	October 24	<i>Turnaway Study</i>	TS: 4. Mental Health, Nicole TS: 5. Physical Health, Kiara Project Journal 6 Due
	October 26	<i>Turnaway Study</i>	TS: 6. Women's Lives, Melissa TS: 7. Children, Camilia Quiz 8 Due Friday
10	October 31	<i>Turnaway Study</i>	TS: 8. Men, Jada Project Log 3 Due
	November 2	<i>Turnaway Study</i>	TS: 9. Reactions to and Reflections on the Turnaway Study, Brenda TS: 10. The Turnaway Study and Abortion Policy, Sofia Quiz 9 Due Friday
11	November 7	Election Day – No Class	Election Day – No Class Project Journal 7 Due
	November 9	<i>Turnaway Study</i>	TS: 11. Next Steps for Science TS: Afterword Quiz 10 Due Friday
12	November 14	Family Systems, Family Life	GVFV: Chapter 8 Goldman Goldstein Coontz Project Log 4 Due
	November 16	Paid Employment	GVFV: Chapter 9 Hesse-Bieber and Carter Ratcheva and Zahidi Quiz 11 Due Friday
13	November 21	NO CLASS	NO CLASS
	November 23	NO CLASS	NO CLASS
14	November 28	Resisting Gender Violence	GVFV: Chapter 10 Khaleeli Kendall Project Log 5 Due
	November 30	State, Law, and Social Policy	GVFV: Chapter 11 Della Casa Shaw Quiz 12 Due Friday
15	December 5	Religion and Spirituality	GVFV: Chapter 12 Brown Douglas Project Journal 8 Due

Wk	Date	Topic	To Prepare for Class / Assignment Due
	December 7	Activism, Change, and Feminist Futures	GVFV: Chapter 13 Hurt Penny Alex-Assensoh Politics of Location Revision DUE Quiz 13 Due Friday
16	December 14	FINAL PRESENTATIONS	FINAL PRESENTATIONS 10:30 – 12:30 Activism Project Reflection Due Final Participation Log Due