



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

Note 08/2016: This form is under revision – please consult the university vice president for academic affairs and/or the Board of Regents office for clarification

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

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|-------------|---|----------------------------------|------------------|
| <u>USD</u> | <u>Sara Lampert</u> | <u>Michael Kruger</u> | <u>9/14/17</u> |
| Institution | Form Initiator | Dean’s Approval Signature | Date |
| <u>USD</u> | <u>Arts & Sciences/ History</u> | <u>Elizabeth M. Freeburg</u> | <u>10/2/2017</u> |
| Institution | Division/Department | Institutional Approval Signature | Date |

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

 X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

 Revision to an approved course

 X Addition of a course to the set of approved courses

 Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Propose a change to include WMST 247 Introduction to Women, Gender & Sexuality Studies be included as an approved course for System General Education Requirement Goal # 3: *Students will understand the organization, potential, and diversity of the human communities through study of the social sciences.*

Section 2. Provide the Effective Date for the Proposed Change

August 2018

Section 3. Provide a Detailed Reason for the Proposed Change

This course is the introduction to the field Women, Gender & Sexuality Studies that provides students with an introduction to key concepts and approaches in women, gender and sexuality studies with broad applicability to many fields of study. It is an interdisciplinary course that draws on the disciplines of history, sociology, and psychology. As such, it is ideal course for meeting SGR#3. This is a discussion-based course designed to provide a freshman or sophomore-level student with introduction to major issues and critical approaches with wide relevance to majors and careers in the humanities, social sciences.

This course provides a general overview of key analytical concepts and issues related to women, gender and sexuality including: construction of gender and sexuality, systems of privilege and oppression with respect to gender and sexuality, and how these systems intersect with other structures of power and forms of identity. Topics include gender and sexual identity, the body, work, family, violence, media, and policy, as well as feminist praxis and forms of activism today. It is closely engaged with contemporary issues and the history of those issues.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

The material in this course meet the Student Learning Outcomes for SGR #3 as follows:

a. Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts,

Topics include social construction of gender; analysis of systems of privilege and oppression with respect to gender, sexuality, race, and class; intersection of oppressions (intersectionality); forms of feminist praxis with respect to social issues.

b. Apply selected social science concepts and theories to contemporary issues, and

The above concepts are applied to contemporary issues such as child socialization, changing family structure, reproductive rights, the gender wage gap and labor inequality, parental leave policies and childcare, sexual assault and domestic violence, human trafficking, and civil rights for sexual minorities. As part of their independent research projects and presentations, students research and educate each other about contemporary issues related to the field of WGSS and currently a focus of feminist praxis.

c. Identify and explain the social or aesthetic values of different cultures

The course asks students to apply the core concepts outlined above (see *a.*) to a range of issues in the field. Students learn about the experiences, perspectives, and issues faced by different communities, including the way people from different subcultures approach questions of civil rights and social justice. Topics include the history of and issues facing LGBTQ communities, different approaches to reproductive rights (prolife and prochoice feminisms), faith and feminism (Muslim and Mormon feminisms), and ecofeminism.

d. The origin and evolution of human institutions,

Students learn about the history and conflicts of U.S. feminisms, with emphasis on women of color feminisms and introduction to global feminisms. Students consider how the practices and values of past social movements and policy shape society today. For example, the class examines the construction of modern laws (EEOC, FMLA, DOMA, Title IX of the Education

Act, VAWA) through a historical lens and the ongoing issues related to these policies and their implementation today.

e. The allocation of human or natural resources within societies, and

The central lesson of this class is the examination of how human and natural resources are differentially allocated based on an individual's place within gender, race and class systems (see *f.* below).

f. The impact of diverse philosophical, ethical, or religious view

Students analyze how hierarchies of gender, race, and class influence the allocation of resources, with close attention to implications of policy and how unexamined gender hierarchies order social institutions from the family to the workplace and beyond.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See attached course syllabus from Spring 2017.

WMST 247 Introduction to Women, Gender & Sexuality Studies
University of South Dakota - Spring 2017

Dr. Sara Lampert

Sara.Lampert@usd.edu / 204 East Hall

Office Hours: Tues/Thurs 10:00 and Weds 2:00

Time and Location: Mon/Weds/Fri 10:00-10:50 Arts & Sciences 104B

Course Description

This course provides an introduction to key theoretical concepts and approaches in the field of women, gender and sexuality studies, addressing the history and variety of U.S. feminisms, and applying feminist analysis and criticism to a range of topics and issues both in the US and globally. Students will explore the construction of gender and sexuality, examine systems of privilege and oppression with respect to gender and sexuality, and consider how these systems intersect with other structures of power and forms of identity. Topics include gender and sexual identity, the body, work, family, violence, media, and policy. Finally, we will consider feminist praxis and forms of activism today.

Structure

This is a discussion-based course. Class sessions will consist of class discussion, film screenings, problem-based activities, and student presentations. Students are required to participate in the Voices of Discovery program. Students will be graded on class participation, 6 response papers, contemporary issues project (presentation and paper), and a final exam.

Course Goals/Student Learning Outcomes

In this course you will develop the following skills and be evaluated on your ability to

- understand and explain key ideas and developments in the history of feminism/s
- understand the difference between sex and gender and how gender is socially constructed
- understand how systems of privilege and oppression shape individuals and society
- develop the skills of intersectional feminist analysis and apply to major issues (identity, the body, work, family, violence, policy)
- identify major areas and strategies of activism connected with the issues of women, gender, and sexuality studies
- identify and analyze the content and arguments found in different sources
- communicate complex ideas and concepts in discussion and formal presentations
- communicate complex ideas and concepts in formal writing, drawing on sources

Grading Breakdown – Your grade will be calculated out of 500 total points.

| | |
|------------------------------|--|
| Attendance and Participation | 100 points *including VoD Program |
| Response Papers | 150 points (x5 at 30 ea) |
| Current Issues Project | 150 points (50 presentation / 100 paper) |
| Final Exam | 100 points |

Final Grades *do not* include plus or minus and are determined as follows:

A 450+ B 400-449 C 350-399 D 300-349 F 299 and below

Basic overview of **Grading Criteria** can be found at the end of the syllabus.

Readings

- Christine Launius and Holly Hassel, *Threshold Concepts in Women's and Gender Studies* (Routledge, 2015)
- Daisy Hernandez and Bushra Rehman, *Colonize This!: Young Women of Color on Today's Feminism* (Seal Press, 2002)
- Jennifer Finney Boylan, *She's Not There: A Life in Two Genders* (Broadway Paperbacks, 2013)
- Assorted articles accessible online or as PDFs on D2L

How to get the most out of the reading: You must complete the assigned readings in order to participate in class discussion and write response essays. As you read, consider the topic/issues the writer is trying to address. What are the writer's goals and arguments? What examples or evidence does the writer present? Do you find the writer's analysis and/or conclusions convincing? Why or why not? What questions do you have for this writer? **Come to class with insights and questions to raise in discussion.** What did you learn? What do you want to learn more about?

Explanation of Course Components and Policies

Attendance & Participation – 100 points

Your participation counts as 20% of your overall grade and is a requirement for passing this course. Come to class having completed the assigned readings and be prepared participate in discussions and activities. *You are responsible for keeping track of your own attendance, preparedness, and participation points.* At midterm intervals in the semester I will ask you to submit your record of attendance and participation. I will then let you know where you fall on the grading scale (see below). A student who attends class regularly but fails to actively engage in class will earn at best a C. You need to actively participate to earn a B or above for your Attendance & Participation grade. **At the end of the semester, you will be asked write a reflection on your engagement in the course over the term. You should feel free to say what grade you think these contributions merit.**

- **Attendance** is showing up. You need to be in class to learn and participate. Be pro-active and conscientious. If you know that you will not be able to attend class due to illness or a personal emergency, let me know *before* class. If you must miss class for a university-related event, contact me at least two days prior to the absence and provide documentation from the sponsoring unit indicating the dates that you will be absent from class. You *can* make up attendance & preparedness points for university sanctioned absences.
- **Preparedness and engagement** reflect your commitment to the learning process. You have brought the readings/book(s) and your notes to class. You take notes during class and engage in active listening. Preparedness is a prerequisite for participation. It is not the same as participation. IN order to foster an active learning environment I ask that you
 - arrive in class on time

- use laptops *only* for taking notes
- put your cellphones away and refrain from texting, surfing the net, or watching cat videos
- **Participation** is how you actively contribute to our collective learning process. **Feminist pedagogy emphasizes collaborative learning through active engagement.** This class will be most successful, and you will get the most out of it, if we work together and engage in honest and thoughtful sharing of our ideas. Your participation grade will reflect not how many times you speak in class, but how you share in developing a lively and respectful conversation. You might
 - ask a question
 - answer a question
 - share an idea or insight
 - share and comment on a passage from the reading
 - participate in a group activity

I recognize that people have different styles of participation and different levels of comfort with speaking in class, but participating in discussion is a necessary skill and a requirement for this class. TALK TO ME if you have concerns about speaking up in class.

→ Remember, you cannot participate if you do not complete the class readings. Complete course readings, take notes on them, and come to class with something to say!

Attendance & Participation Grading Scale

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| 90-100 A | Near perfect attendance and consistent record of thoughtful verbal contributions **Students who have 3 or more unexcused absences cannot earn above a 90 |
| 80-89 B | Near perfect attendance and semi-consistent record of thoughtful verbal contributions |
| 70-79 C | Semi-consistent attendance and/or spotty record of thoughtful verbal contributions |
| Below 60 D | Poor attendance and/or minimal verbal contributions to discussion |

IF YOU MISS MORE THAT 2 WEEKS OF CLASS I RESERVE THE RIGHT TO INSTRUCTOR DROP YOU FROM THE COURSE.

Creating a Respectful, Reflective, and Inclusive Classroom Culture: The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. How can you contribute to that mission? Be engaged, responsive, thoughtful, and respectful.

This semester we will be exploring ideas and topics that are sensitive, personal, complex, and controversial. It is especially important that when we have different perspectives on topics we strive to be respectful and reflective. **Challenge ideas, not individuals.** Our first act and most important action is listening. Listen, reflect, respond.

Because we may discuss personal and sensitive issues in class, please be respectful of your classmates. While I encourage you to take your exploration of these topics outside of the classroom and share what you learn with family and friends, personal experiences shared in the classroom should remain in the classroom!

Voices of Discovery – A portion of your attendance grade will reflect participation in the **Voices of Discovery Program**, an intergroup dialogue program designed to create greater understanding between diverse groups of students through safe dialogues. The program will feature groups such as white/student of color group, GLBTIQ/heterosexual group, International/US group, Native American/non-Native group and a Women's/ Men's group. Each group will meet for two hours per week on campus for five weeks (Jan 30 – March 3) and led by trained facilitators. Pizza will be served at each meeting.

Fill out the application for the program by Jan 23 and you will be informed of the group in which you will participate. The application can be found at <www.usd.edu/voices>. If you cannot participate in VoD due to a work or family commitment, you must let me know by Jan 23. I will provide an alternative assignment. **You must attend at least 3 of the 5 sessions to get credit for this program.** If you do not attend the VoD program and do not have a legitimate conflict, you will lose 20 points from your attendance and participation grade. At the end of the program, you will write a 600-800-word reflection paper about the experience.

Response Papers – 150 points – 30 points each

You will be expected to submit 5 response papers over the course of the semester. Your essays should be 750-1000 words. You must write in complete sentences and demonstrate specific and thoughtful engagement with the topic and readings. Responses should be submitted to D2L and turned in at the end of class.

A response paper is grounded exploration of a particular topic. It does not have to come to definitive conclusions. It should raise points and questions and illustrate them with specific examples. A response paper should discuss key points and concepts from our readings. It should raise questions for further exploration. A strong response makes connections between multiple examples and/or readings. It may also make connections with other course content or outside material.

Grading Scale for Reading Responses

27-30 Strong – Reflects in-depth engagement with the readings/topic. Is focused and specific. Analyzes examples. Makes connections between ideas. This response has something interesting and specific to say.

24-26 Satisfactory – Reflects engagement with the readings/topic. It is reasonably focused and includes examples or evidence. Analysis could be developed further.

21-23 Underdeveloped – Reflects moderate to passing engagement with the readings/topic. It may be mostly summary. Analysis is underdeveloped.

Below 20 Insufficient – Response is unfocused or superficial. Does not demonstrate engagement with readings/topic.

Contemporary Issues Project – 150 points total

Students will be divided into groups of 3 and choose a relevant contemporary issue related to women, gender & sexuality studies, particularly an issue that is currently a focus of activism. Part 1 Presentation (50 points) Your group will research and give a 10-minute presentation on this issue during Weeks 10 & 11. Your presentation should fully explain this issue, placing it in context and addressing competing perspectives, and discuss examples of activism around the issue. Part 2 Paper (100 points) is an analytical essay on your issue building from your presentation. Each student should submit an original paper.

Final Exam – 100 points

The final exam is a cumulative in-class essay exam with an oral component. It will involve both explaining key concepts and demonstrating problem-solving and analytical abilities developed over the semester around the topics discussed in this course. I will give you a review sheet outlining the structure and major topics to better help you prepare. If you complete the course readings, attend class, and take notes, then you should have no problem with the exam.

Additional Course Policies

All written work (except exams and quizzes) must be submitted BOTH in hard copy and to the Dropbox on D2L. NO EXCEPTIONS.

Late Work. Each assignment must be submitted to the D2L Dropbox by class period on the date that it is due. If it is not in the Dropbox, your work has not been submitted. I do not accept late work except under extenuating circumstances to be determined at my discretion. I reserve the right to refuse students an extension. I reserve the right to refuse to accept late work. If you cannot complete an assignment on time *do not avoid me*. CONTACT ME ASAP to discuss your situation.

Rewrites. Writing is a process. I *do* allow rewrites on papers, but I take them extremely seriously and so should you. You must ask permission for a rewrite. You cannot rewrite a paper that you submitted late. I will expect to see major substantive revisions. Your paper grade may not change as a result of a rewrite – and it can go down as well as up. I reserve the right to refuse a student the opportunity to rewrite a paper.

On Grading. You do not need to be or become a feminist to be successful in this class, but you must be able to articulate the major arguments, theories, and themes in course material. Because we will be addressing topics that may draw on your personal lives, please know that I will not be grading you on your personal opinions, views, or experiences, either in class or in your writing. Rather, I will be looking for how clearly and effectively you communicate ideas and draw on evidence/examples. (Also see the BOR's Freedom in Learning policy and Dr. L's grading criteria above and on D2L.)

Email Etiquette

I do my best to answer all emails within a 24-hour time frame. However, I *may choose to ignore emails* that do not meet the guidelines for proper email etiquette.

When emailing professors or TAs or staff, remember to present yourself professionally at all times. Here are a few guidelines based on the resource at the OWL Writing Lab (see <http://owl.english.purdue.edu/owl/resource/636/01/>). These guidelines will serve you well in college and in the professional world:

- include a clear and meaningful Subject line on your email so the recipient knows what it is about and can prioritize it, along with the class number - Hist 152 Absence or Hist 152 Exam Question
- use proper salutations - Dear Dr. Lampert or Dear Mr. Novosad or Dear Ms. Peterson
- use standard punctuation and spelling - DO NOT USE ALL CAPS - don't write a text message or prof
- write in clear, short, paragraphs - get to the point and be specific
- be friendly and cordial, but don't joke around - jokes may be inappropriate or could come off inappropriately in email
- sign your email with your FULL name

As a general rule, look at the syllabus BEFORE emailing your professors with a question!

(See University Policies file on D2L for Freedom in Learning, Disability Accommodation, and A&S Plagiarism Policy.)

| WMST 247 Spring 2017 Weekly Schedule | |
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| Schedule subject to revision. Complete the readings for the class period indicated. Readings from Threshold Concepts [TC], PDFs available on D2L, and online. Class discussions and activities will focus on these texts. Follow → instructions for additional activities that must be completed <i>prior</i> to class. | |
| <i>Unit 1 Feminisms: An Introduction</i> | |
| Week 1 | |
| Jan 9 | |
| Jan 11 | TC, Chapter 1, "Introduction" pg. 1-19 Jennifer Baumgardner, "A Day Without Feminism" from <i>Manifesta</i> [PDF] |
| Jan 13 | From <i>Colonize This!</i> read Siobhan Brooks, "Black Feminism in Everyday Life," pg. 99-118 and Susan Muaddi Darraj, "It's Not an Oxymoron: The Search for an Arab Feminism," pg. 295-311 Watch Chimamanda Ngozi Adichie, "We Should All Be Feminists" http://www.youtube.com/watch?v=hg3umXU_qWc bell hooks, "Feminist Politics: Where We Stand," <i>Feminism is for Everybody</i> [PDF] |
| Week 2 | |
| Jan 16 | NO Class – Martin Luther King, Jr. Day |
| Jan 18 US Feminism First "Wave" | Nancy Hewitt, "From Seneca Falls to Suffrage?" [PDF] |

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| Jan 20 US Feminism Second “Wave” | Film Screening <i>Makers: The Women Who Make America</i> |
| Week 3 | |
| Jan 23 Feminists and “Post-Feminists” | Aronson, “Feminists or Postfeminists?” [PDF] →Select one of the issues listed in Chapter 1 Application Exercise #1 pg. 19 that interests you and find out about the current status of the issue. Use this activity to brainstorm possible topics for your contemporary issues project. For additional ideas see Chapter 4 Application Exercise #1 pg. 144. **Voices of Discovery Participant Application Deadline** |
| <i>Unit 2 The Social Construction of Gender</i> | |
| Jan 25 Social Construction of Gender | TC, Chapter 2, “The Social Construction of Gender” pg. 24-31 Lorber, “ ‘Night to His Day’: The Social Construction of Gender” [PDF] |
| Jan 27 Socialization Field Trip to Wal- Mart | No Reading! We will work today on Chapter 2 Application Exercise #3. **Paper 1 Due Feminisms** |
| Week 4 | |
| Jan 30 Gender Socialization | TC, Chapter 2, “The Social Construction of Gender” pg. 31-62 →Bring your notes on Chapter 2 Application Exercise #3. |
| Feb 1 Socialization and Sexuality | Kayak, “Herero-Romantic Live and Heterosexiness in Children’s G-Rated Films” [PDF] Tolman, “Doing Desire: Adolescent Girls’ Struggles for/with Sexuality” [PDF] → Complete Chapter 2 Application Exercise #4 on pg. 65 and bring in notes on your findings. |
| Feb 3 Negotiating Sexuality | Armstrong, Hamilton, and England, “Is Hooking Up Bad for Young Women?” [PDF] →Bring in an article about contemporary sexual culture, especially hookup culture, and be prepared to discuss it in class. |
| Week 5 | |
| Feb 6 Constructed Bodies | Susan Bordo, “Reading the Slender Body,” <i>Unbearable Weight: Feminism, Western Culture, and the Body</i> [PDF] From <i>Colonize This!</i> read Sirena Riley, “The Black Beauty Myth” pg. 357-369 Marilyn Wann, “Foreword,” <i>Fat Studies: An Invitation to Revolution</i> [PDF] |
| Feb 8 | Film Screening <i>Tough Guise 2</i> |
| Feb 10 | Class Cancelled! → Work on Paper 2 |
| Week 6 | |
| Feb 13 Film Discussion | →Complete the film worksheet and bring it to class for our discussion. **Paper 2 Due Gender Socialization** |
| Feb 15 Applying Concepts: Gender Wage Gap | TC, Chapter 2, “The Social Construction of Gender” pg. 49-54 and 62-64 →As you reread these sections, complete Chapter 2 Application Exercise #1 pg. 64-65. Bring in an article about gender segregation or the gender wage gap and be prepared to discuss it in class. |
| <i>Unit 3 Privilege and Oppression</i> | |
| Feb 17 Privilege and Oppression | TC, Chapter 3, “Privilege and Oppression” pg. 71-87 Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” [PDF] |

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| | Marilyn Frye, "Oppression" [PDF] |
| Week 7 | |
| Feb 20 | NO Class - Presidents' Day |
| Feb 22 Institutions and Oppression | TC, Chapter 3, "Privilege and Oppression" pg. 88-104 |
| Feb 24 Heterosexual Privilege | Jonathan Ned Katz, <i>The Invention of Heterosexuality</i> [PDF] Erin Tatum, "10 Examples of Straight Privilege" < http://everydayfeminism.com/2015/03/examples-straight-privilege/ > Maisha Johnson, "9 Lies People Tell You When You Come Out as Bisexual" http://everydayfeminism.com/2015/09/lies-tell-you-when-bisexual/ Messner, "Becoming 100 Percent Straight" [PDF] Rupp and Taylor, "Straight Girls Kissing" [PDF] |
| Week 8 | |
| Feb 27 Applying Concepts: Family Policy | → Choose from the following: FMLS, voucher programs, or hospital visitation policies. Using the resources on pg. 107, explore how this policy is an example of institutional oppression. Come to class prepared to discuss your findings with the class. |
| Mar 1 Rape Culture | Film Screening <i>Audrie and Daisy</i> |
| Mar 3 Film Discussion | → Complete the film worksheet and bring it to class for our discussion. **Paper 3 Due Privilege and Oppression** |
| Spring Break | |
| Week 9 | |
| Mar 13 A Life in Two Genders | Boylan, <i>She's Not There</i> , Part I to pg. 83 ** Voices of Discovery Reflection Due** |
| Mar 15 | Boylan, <i>She's Not There</i> , Parts II & III pg. 84-218 |
| Mar 17 | Boylan, <i>She's Not There</i> , Part IV from pg. 221 |
| Week 10 | |
| Mar 20 | CONTEMPORARY ISSUES PRESENTATIONS **Paper 4 Due Boylan** [If you are giving a presentation today, you may turn in your paper on Mar 22] |
| Mar 22 | CONTEMPORARY ISSUES PRESENTATIONS |
| Mar 24 | NO Class – WGSS Conference |
| Week 11 | |
| Mar 27 | CONTEMPORARY ISSUES PRESENTATIONS |
| Mar 29 | CONTEMPORARY ISSUES PRESENTATIONS |
| <i>Unit 4 Intersectionality</i> | |
| Mar 31 Intersectionality | TC, Chapter 4 "Intersectionality" pg. 112-132 |
| Week 12 | |
| Apr 3 Women's Health | TC, Chapter 4 "Intersectionality" pg. 138-144 From <i>Colonize This!</i> read Stella Luna, "HIV and Me: The Chicana Version," pg. 71-84 Thompson, " 'A Way Outta No Way': Eating Problems Among African-American, Latina, and White Women" [PDF] |

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| Apr 5 Reproductive Rights | TC, Chapter 4 “Intersectionality” Chapter pg. 132-138 Angela Davis, “Racism, Birth Control and Reproductive Rights” [PDF] From <i>Colonize This!</i> read Darcie Jones, “Falling off the Tightrope onto a Bed of Feathers,” pg. 312-324 and Tumang, “ <i>Nasaan ka anak ko?</i> A Queer Filipino-American Feminist’s Tale of Abortion and Self-Recovery,” pg. 370-381 |
| Apr 7 Applying Concepts: Work/Life Balance | Anne-Marie Slaughter, “Why Women’s Still Can’t Have It All” http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/ → Consider the approach Slaughter takes to this issue. What aspects of her approach resonate with you? Now consider her approach from an intersectional lens. What would an intersectional approach to work/life balance look like? Do some research and bring an article that offers a different approach to these topics than Slaughter. |
| Week 13 | |
| Apr 10 Applying Concepts: Violence against Native Women | Review discussion of the Violence Against Women Act on pg. 104-106 then review the websites listed under Chapter 4 Writing Prompt #2 pg. 147. Come to class prepared to discuss the issue of violence against Native American women from an intersectional lens. |
| <i>Unit 5 Global Issues</i> | |
| Apr 12 Women and Sport | From <i>Colonize This!</i> read Almas Sayed, “Chappals and Gym Shorts,” pg. 203-214 → Complete Chapter 4 Application Exercise #4 on pg. 145. |
| April 14 Muslim Women Through Western Eyes | Abu-Lughod, “Do Muslim Women Really Need Saving?” |
| Week 14 | |
| April 17 Laboring in the Global Economy | Film Screening <i>The True Cost</i> **Paper 4 Due Intersectionality** |
| Apr 19 The Costs of Fast Fashion | Patrick Winn, “The slave labor behind your favorite clothing brands” < http://www.salon.com/2015/03/22/the_slave_labor_behind_your_favorite_clothing_brands_gap_hm_and_more_exposed_partner/ > → Complete the film worksheet and bring it to class for our discussion. |
| <i>Unit 6 Toward a Feminist Praxis</i> | |
| Apr 21 What is Feminist Praxis? | TC, Chapter 5 “Feminist Praxis” pg. 153-162 → Complete Chapter 5 Application Exercise #1 pg. 181 in preparation for our discussion. |
| Week 15 | |
| Apr 24 Exploring Feminist Praxis | TC, Chapter 5 “Feminist Praxis” pg. 163-183 → Complete Chapter 5 Skills Assessment #2 pg. 181-182 using one of the websites listed on pg. 181 Exercise #2 or another website that you are interested in exploring. |
| Apr 26 “Large-Scale Activism” | → Consider Chapter 5 Discussion Question #1 pg. 182 and do some research on “large-scale activism” related to the issue that you focused on in your Contemporary Issues project. Come to class...you know the score! |

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| Apr 28 Semester Wrap-Up | **Contemporary Issues Paper Due** |
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| FINAL EXAM is Thursday, May 4 at 5:30-7:30 PM | |

Dr. Lampert's General Grading Criteria

A (Excellent)

An "A" paper is insightful. It responds to the assignment fully, with strong treatment of historical content. Overall demonstrates a strong command of language and style. Essay: It is structured well, with a sophisticated argument, logical and coherent organization, well-chosen and clearly contextualized examples/evidence. Creative assignment: The approach shows originality and sophistication, with well-chosen and interesting use of examples. Exam: Demonstrates mastery of historical content with specific examples. Well written.

B (Effective, Fulfills Assignment)

A "B" paper is a solid paper that meets the requirements of the assignment. Demonstrates appropriate understanding of historical content. Overall demonstrates command of language and style, with some errors. Essay: It contains a clear argument and follows a structure that is mostly logical and coherent, uses evidence effectively, and may arrive at key insights. Creative assignment: The approach is clear and appropriate, uses evidence and examples well. Exam: Accurate and appropriate historical content. Well written.

C (Adequate, Problems)

A "C" paper fulfills the basic requirements of the assignment, but would benefit from further development of ideas and analysis. Demonstrates understanding of historical content, but may contain errors. A "C" paper may suffer from organization problems, lack a clear argument, be overly general, fail to use evidence effectively. Creative assignment: Concept may be weak or inappropriate, use of examples uneven. May suffer from consistent mechanics or stylistic problems. Exam: Historical content overly general, may contain factual errors, is lacking in examples, incomplete response to question/s.

D (Inadequate, Major Problems)

A "D" paper or exam does not fulfill the basic requirements of the assignment or question. It may lack a thesis or coherent concept, has glaring problems with historical content, lacks discussion of evidence or examples, relies on generalizations, is poorly organized. May have glaring language or style problems.

It is strongly recommended that you visit the University Writing Semester at least once this semester to get feedback on your writing!

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be

evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college which offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director

Disability Services, Room 119 Service Center

(605)677-6389

Web Site: www.usd.edu/ds

E-mail: disabilityservices@usd.edu