

GAH 1039 FALL 2014
PERSPECTIVES ON WOMEN—FIRST YEAR SEMINAR
M/W/F 2:10-3:25pm, B003

INSTRUCTOR: Dr. Kristin Jacobson (a.k.a. Dr. J)

OFFICE PHONE: (609) 626-5581

OFFICE LOCATION: F-243

EMAIL: Please use our Blackboard email

OFFICE HOURS: MWF 1-2pm & by appointment

MAILBOX: Arts and Humanities, K-150

COURSE DESCRIPTION: This introductory, interdisciplinary survey course explores the field of Women's, Gender and Sexuality Studies. We cover diverse topics in order to map this discipline as well as practice a variety of skills key to academic success at the college level. For example, we will read and learn analysis strategies for popular and academic texts drawn from the arts and humanities, especially literature, film, and history. This course draws from the arts and humanities to consider what defines women and men and to explore differences within gender groups. The readings and discussion examine ideas about race, class, sexuality, religion and other aspects of identity in addition to gender. Together we will discuss the relationships among these categories and will analyze when and how such categories operate. The course focuses primarily on the United States but incorporates information and perspectives from other cultures as well. We will practice how to convey this knowledge through discussion, papers, and a group activism project.

This course models an approach that your liberal arts education at Stockton will continue demonstrate and develop: there is no single way to understand divisive issues. Disagreement and debate are not only present in society at large, but are an important part of the theory and practice of the liberal arts and to Women's, Gender and Sexuality Studies. As a result, the class (and your time as a student at Stockton) requires a commitment to critical dialogue about course materials. In this forum, intimidating remarks, particularly of sexist, racist, or homophobic natures, will not be tolerated. Also important to keep in mind throughout the course is that there is no such thing as "the" feminist understanding of issues we will be covering; feminists are a diverse and complicated group. The goal is to expose you to some feminist tools for understanding and analyzing social phenomena and to help you develop a more critically informed perspective on issues of particular importance to women. **NOTA BENE:** readings assigned in this course may be considered challenging due to topics that some may find offensive and/or traumatizing. Our classroom provides a safe, open space for the critical and civil exchange of ideas. To the end, the instructor always tries to forewarn students about potentially disturbing subjects and requests all students aim to create an atmosphere of mutual respect and sensitivity.

LEARNING GOALS AND OBJECTIVES: This course has three essential goals. All course requirements ask you to demonstrate these skills. Students will:

1. **LEARN TO ANALYZE AND CRITICALLY EVALUATE IDEAS, ARGUMENTS, POINTS OF VIEW (ELO: CRITICAL THINKING):** key ideas include commonalities and differences among women, continuities and changes in women's experiences, gender as a tool of analysis, and feminist definitions, analysis, methods, and theories. Specifically, students will
 - a. Explain various definitions of feminisms, including feminisms as ideologies for social change and a means of analysis in academic disciplines;
 - b. Explain the social construction of gender and sex;
 - c. Explain how gender/sex operates as a means of maintaining and defining power;
 - d. Explain historical perspectives of social change movements in the U.S. and/or abroad.
2. **LEARN TO APPLY COURSE MATERIAL (ELO: CRITICAL THINKING):** to identify and apply feminist research, sources, and analysis as an ideology for social change and an academic methodology. Specifically, students will
 - a. Use gender/sex as analytical categories to critique cultural and social institutions and practices.
 - b. Use the intersections of race, ethnicity, class, sexuality, marital and parenting status, age, religion, and nationality across time and place to understand and analyze commonalities and differences, continuities and changes in women's experiences.
3. **DEVELOP A CLEARER UNDERSTANDING OF, AND COMMITMENT TO, PERSONAL VALUES (ELO: ETHICAL REASONING):** consider how the topics covered in this course relate to your ethical worldview.

Two important goals of this course are for students to:

1. **LEARN HOW TO FIND AND USE RESOURCES FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS (ELO: INFORMATION LITERACY AND RESEARCH SKILLS):** students will research feminism's definitions and the status of women in Atlantic county.
2. **LEARN TO WORK IN TEAMS (ELO: TEAMWORK AND COLLABORATION):** apply feminist practices by working together to complete class and small group projects.

REQUIRED TEXTS

- **Orphan Train:** Christina Baker Kline (2013) [Required Reading for all first-year Stockton students]
- **Full Frontal Feminism, 2nd Edition:** Jessica Valenti, (2014) Seal Press Paperback: ISBN: 978-1580055611
- **The Body Project:** Joan Jacobs Brumberg, (1997) Vintage Paperback: ISBN 9780679735298
- **Towelhead: A Novel:** Alicia Erian, (2008) Simon & Schuster; Reprint edition: ISBN-10: 1416589309
- **Fun Home: A Family Tragicomic:** Alison Bechdel (2006) Mariner Books Paperback: ISBN 9780618871711
- **This Common Secret:** Susan Wicklund (2008) ISBN: 1586486470

REQUIRED ELECTRONIC TOOLS

- **Blackboard:** You need to have an active Stockton account and Internet access to our course webpage in Blackboard. You should check our Blackboard site regularly, preferably prior to every class. I use Blackboard to send all course and individual announcements and email. You will use Blackboard email to communicate with other students in the class as well as the instructor. All electronic readings are available in Blackboard. If you have questions about using Blackboard, consult a computer lab assistant or your instructor. Direct login: <https://bbweb.stockton.edu/webapps/login/>
- **Digication:** Developing an ELO portfolio in Digication is a required element of the course: <https://stockton.digication.com>.

HELPFUL TEXTS/RESOURCES

- **Perspectives on Women:** class weblog: <http://wp.stockton.edu/perspectivesonwomen/>
- **Diana Hacker's A Writer's Reference** or other writing manual
- **APA reference:** <http://www.apastyle.org/>
- **Stockton Libraries:** <http://library.stockton.edu/>
- **Subject guide for WGSS:** <http://library.stockton.edu/womensgenderandsexualitystudies>
- **GoogleDrive** (<https://drive.google.com/>) and/or **Dropbox** (<https://db.tt/WG1vfhY>)

ACCOMMODATION FOR STUDENTS WITH SPECIAL NEEDS: Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should contact the Learning Access Program located in J204 or by calling 652-4988. Additional information on the program may be obtained from Stockton web site <http://www2.stockton.edu/wellness/lap.html>.

ACADEMIC HONESTY: Dishonesty of any kind will not be tolerated in this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and risk failing the course. Other sanctions may also apply and all cases will be reported to Academic Affairs. You are responsible for knowing this college policy: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=14&pageID=62>. Contact your instructor if you have questions.

EMAIL POLICY: Please keep the following in mind when communicating with me outside of class:

1. Use Blackboard email for all course-related correspondence.
2. I usually check email each day in the morning. Please plan your email questions accordingly and, while I often respond immediately, allow a twenty-four hour time frame for my reply.
3. Always try to visit my office hours with specific questions about course material. If you were absent, contact a classmate with questions about missed material and then visit office hours if you still have questions.
4. Visit instructor office hours to discuss grades. This includes final grades. Grades should be discussed in person during office hours or other arranged meetings. I will not discuss grades via email.

OFFICE HOURS POLICY: Think of my office as an extension of the classroom and use my office hours to discuss any aspect of the reading and material covered during class: come chat with me about your portfolio, class projects, writing, questions about the reading, lecture or discussion, ideas you wish to develop, reading and interpretive strategies you'd like to try, career goals, academic goals, and so on. No appointment needed for office hours.

COURSE REQUIREMENTS: You will be expected to:

- (1) **ATTEND CLASS:** you are allotted 6 absences for fatigue, illness, cocktail flu, personal reasons, malfunctioning alarm clocks, doctor's appointments, etc. (Note I do not distinguish between excused or unexcused absences. If you miss six days and then get the flu and miss another day, you will lose 50 points for the seventh absence.) **Students entering class after the instructor records attendance, who leave before class ends, or who disappear for a substantial part of any class will be considered absent.** For each absence after your first six, your final grade **will be reduced 50 points per additional absence**, down to and including "F." Regular, spirited class attendance is a crucial component to passing this course. I will not give incompletes at the end of the semester unless arrangements are made well in advance and you have the appropriate reasons outlined by College policy;
- (2) **ATTEND CLASS MEETINGS PREPARED:** this means bring the appropriate text(s) and DO THE READING WITH GUSTO; this is a discussion-based class and if you haven't done the reading, thought a little about it, and have ready access to it, you will not be able to contribute and the class (as well as your grade) suffers accordingly;
- (3) **PARTICIPATE IN LARGE AND SMALL GROUP DISCUSSIONS AND ASSIGNMENTS:** this course is what you make of it and will work *only* if everyone actively contributes;
- (4) **COMPLETE ALL ASSIGNMENTS:** passing the course requires timely completion of ALL assignments, long and short, in-class and out-of-class. No late/incomplete assignments will be accepted after the last day of class;
- (5) **UNPLUG AND SINGLE TASK:** silence cell phones before entering class, cease text messaging, and do not surf the web or check email during class. An inability to use technology appropriately will negatively impact your final grade: **You will lose five points every time your phone disrupts class, I tell you to cease text messaging, and/or am required to ask you to cease other inappropriate uses of technology during class.** All disruptive behavior (e.g., sleeping in class, inappropriate language directed at students/instructor, perpetual lateness, leaving class frequently and/or for extended periods of time, etc.) constitutes grounds for grade reduction and/or dismissal from class.

GRADING SCALE

100-95: A	89.9-87: B+	79.9-77: C+	69.9-67: D+
94.9-90: A-	86.9-83: B	76.9-73: C	66.9-63: D
	82.9-80: B-	72.9-70: C-	62.9-60: D-
			59.9 & below: F

GRADED ASSIGNMENTS: *You risk failing the course if you do not complete **all** graded assignments.*

		MY SCORES
FEMINISM'S DEFINITIONS RESEARCH AND ANALYSIS PAPER	100 points	_____
CLASS ACTIVISM ASSIGNMENT (350 points total)		
• Assigned Report/Data Collection (Team 50 points; Individual 50 points)	100 points	_____
• Assigned Report with Analysis (Team 50 points; Individual 50 points)	100 points	_____
• Final Reflection Paper	150 points	_____
READER REPORT WORKSHEETS (15 total, 20pts each)	300 points	_____
CLASS PARTICIPATION	100 points	_____
ELO PORTFOLIO (150 points total)		
• Portfolio	50 points	_____
• Critical Thinking Reflection Paper	50 points	_____
• Information Literacy and Research Skills Reflection Paper	50 points	_____

	1000 total points	_____

ASSIGNMENT DESCRIPTIONS

READER REPORT WORKSHEETS (15 total x 20pts each = 300 points possible): See syllabus for due dates. There are 30 worksheet opportunities total. The first 15 completed worksheets will be evaluated. All worksheets must be typed and are due at the beginning of class. **No late worksheets will be accepted for credit.** The worksheet forms are in Blackboard. Note: there are two worksheets, one for nonfiction readings and one for fictional works.

FEMINISM'S DEFINITIONS RESEARCH AND ANALYSIS PAPER (100 points): This assignment asks each student to listen to interviews with Stockton students about their definition of feminism and compare them with scholarly definitions. All student interviews are digitally recorded and posted here: <https://blogs.stockton.edu/perspectives/feminisms-podcast-projects/> (Fall 2007-2010 terms available). Students will select at least three student definitions to compare with two scholarly definitions; see assignment description for more information.

CLASS ACTIVISM PROJECT (350 points total): All class members will participate in a class activism project. This year our class has been contracted by the Atlantic County Advisory Commission on Women (ACACW) to conduct research on the status of women in Atlantic county. Small teams will conduct research and analysis on assigned topics for inclusion in the report. Our class as well as another fall class at Stockton is charged with drafting the report. A spring group of students will finalize the report and prepare the final draft. For more information on ACACW see: <http://www.aclink.org/Boards/acacw/>. Consult the assignment description for more information.

CLASS PARTICIPATION (100 points): Your class participation grade primarily consists of an evaluation of class preparation and contributions. It also includes any Message Board discussion posts, office hour visits, attendance at the convocation, and attendance in class. Exceptional participation in the class activism project may also raise your participation evaluation. A lack of preparation—i.e. failing to read the assignment or to come to class without questions or discussion topics related to the reading—negatively impacts your participation grade. (Attendance policy described above.)

ELO PORTFOLIO AND REFLECTIONS (150 points): All students will use Digication to start an individual ELO portfolio. Students will select work completed in the course as well as write reflections that explain how an assignment demonstrates competency in ELO Critical Thinking and ELO Information Literacy and Research Skills. Assignments included in the portfolio may be revised.

NOTE ABOUT KEEPING ASSIGNMENTS

I strongly encourage all students to keep a personal copy of every assignment and to keep all returned assignments with my feedback until graduation. You may need these materials in the future: WGSS minors (<https://blogs.stockton.edu/wgss/wgss-minor/wgss-portfolio/>) as well as other degree programs produce a portfolio of their college work as part of their graduation requirements. Maintaining your ELO portfolio may play an important role in demonstrating your abilities with a potential employer or graduate school.

LATE WRITTEN ASSIGNMENT AND REVISION POLICY

I understand that life is full of surprises and sometimes those surprises influence your coursework and your ability to complete assignments. As a community of learners, we also recognize that we have a responsibility to the group, to our instructor, and to ourselves. We understand that every action has a consequence—even when circumstance may limit our power to act. To balance individual and community needs, we have the following guidelines for late assignments.

WRITTEN ASSIGNMENTS

Assignments are due at the beginning of class. **No late worksheets will be accepted.** If a student completes the day's worksheets, but is unable to attend the class in which the reading is discussed, the student is not eligible to submit the worksheets.

If a student must miss class, s/he may submit other assignments (Feminism's Definitions Research and Analysis Paper, assignments related to the class activism project, and the Portfolio and Reflections) electronically (MS Word or PDF only) to the professor via Blackboard before the start of the class period in which they are due or have another student submit a hard copy of

the assignment at the start of the class period. It is the student's responsibility to assure the instructor has received a legible copy of the assignment.

PAPER EXTENSIONS

Any student who asks the instructor **prior to** the due date may receive a 2-day extension from the due date listed on the syllabus for Feminism's Definitions Research and Analysis Paper and/or assignments related to the class activism project. After 2 days the late paper penalty will go into effect. No exceptions.

No extensions will be granted for assignments due on the last day of class or for the worksheets.

Of course, the extension policy will only help students who have drafted a paper and follow the expected practice of backing up documents. Back up all your files and you will be a more relaxed and successful individual. You may not be happy when your computer explodes or your flash drive crashes, but at least you will not be despondent.

You may want to use a free cloud service such as GoogleDrive (<https://drive.google.com/>) or Dropbox (<https://db.tt/WG1vfhY>) to back up your documents.

LATE PENALTIES

Late papers will be docked 5 percentage points per day late. So, if a B (85%) paper due on Monday were passed in on Tuesday, the recorded grade would be B- (80%). If it were passed in on Wednesday, the paper would earn a 75%. And so on and so forth. Reminder, no assignments will be accepted after the last class meeting and all students need to complete all graded assignments in order to be eligible to pass the course.

REVISIONS

With the exception of the portfolio, this course is based on the principle that revisions take place **before** the instructor evaluates an assignment for a grade. To this end, consider dropping in during office hours or other arranged meetings to discuss your assignments in advance of due dates.

Drop in at any stage of the process: from your initial brainstorming to nailing down those final brass tacks. The instructor will happily read and comment on thesis statements (usually between 1-3 sentences) via Blackboard email. If you wish the instructor to read longer drafts or need technical support, drop by her office hours.

Additionally, Dr. J encourages you to use your peer resources during the draft and revision process, including Stockton's Writing Center: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=70&pageID=2>.

Also consider contacting the computer help desk with technical issues:
<http://intraweb.stockton.edu/eyos/page.cfm?siteID=39&pageID=2>.



Postcard by Sara Maple

Image source: <http://www.guardian.co.uk/artanddesign/2010/oct/01/images-of-modern-feminism>

SYLLABUS—GAH 1039*

UNIT 1—INTRODUCTION TO FEMINISM

WEEK 1: INTRODUCTIONS, THEMES AND QUESTIONS

Sept 3: **INTRODUCTIONS:** Introduction to course, assignments, students and instructor. *Orphan Train* (1-278). Homework: Complete ELO Quiz in Blackboard and Print and Sign Waiver.

Sept 5: **ORPHAN TRAIN AND POW:** *Orphan Train* (1-278). Identify the ways gender and/or sexuality appears in the novel. What “perspective on women” does this novel portray? What is the novel suggesting about gender? About sexuality? What other aspects of the characters’ identities are key to understanding their behavior? How “real” would you rate this fictional portrayal? Explain. Before class select at least three passages from the novel that illustrate the role or roles gender and/or sexuality play. **Due: ELO Pre-Test in Blackboard and Signed Waiver (bring copy to class).**

WEEK 2: ELOs AND FEMINISM 101

Sept 8: **ELO PORTFOLIO INTRODUCTION:** Guest Dr. Carra Hood, Interim Assistant Provost for Programs and Planning. Introduction to Stockton’s Essential Learning Outcomes and Digication. Read: <http://tinyurl.com/StocktonELO> and explore <https://stockton.digication.com>.

Sept 10: **WHAT IS FEMINISM?:** Read Valenti Chapter 1 (5-18) and Electronic Articles (located in Blackboard): hooks “Introduction” and chapter 4 (vii-x; 19-24) and Baumgardner and Richards, “What is Feminism?” (50-86). **Due: Reader Report Worksheets 1-3.**

Sept 12: **FEMINISM 101:** Read Valenti Chapters 2-4 (19-83). Read Feminism’s Definitions Analysis Paper Assignment Description. **Due: Reader Report Worksheets 4-6.**

WEEK 3: INTRODUCTION TO WOMEN’S, GENDER AND SEXUALITY STUDIES

Sept 15: **CAN YOU SAY THE F-WORD?:** Read Valenti Chapters 5-6 (85-134) and Electronic Article (located in Blackboard): Morgan, “the f-word” (27-46). Read Class Activism Assignment Description. **Due: Reader Report Worksheets 7-9.**

Sept 17: **WGSS 101:** Read Valenti Chapters 7-9 (135-187). **Due: Reader Report Worksheets 10-12.**

Sept 19: **LIBRARY RESEARCH SESSION:** Class devoted to learning about the resources available in the Stockton library.

WEEK 4: INTRODUCTION TO FEMINISMS

Sept 22: **I WAS A TEENAGE FEMINIST:** Read Valenti Chapter 10-12 (189-232). **Due: Reader Report Worksheets 13-15.** Documentary Screening: *I Was a Teenage Feminist*.

Sept 24: **ACADEMICS AND ACTIVISM:** Read Valenti Chapter 13-14 (233-262). **Due: Reader Report Worksheets 16-17.** Complete documentary *I Was a Teenage Feminist* in class and discuss.

Sept 25: CONVOCATION, AUTHOR OF ORPHAN TRAIN, CHRISTINA BAKER KLINE: 4:30PM IN THE PERFORMING ARTS CENTER

Sept 26: **ROUGH DRAFT WORKSHOP:** **Bring a typed rough draft of your Feminisms Definitions Research & Analysis Paper.**

* CLASS SCHEDULE SUBJECT TO CHANGES WITH NOTICE. READINGS AND ASSIGNMENTS ARE LISTED ON THE DAY THEY ARE DUE.

UNIT 2—WOMEN’S BODIES, WOMEN’S HISTORY

OCTOBER IS DOMESTIC VIOLENCE AWARENESS MONTH

WEEK 5: FROM CORSETS TO CRUNCHES

- Sept 29: **SHOW AND TELL:** Bring to class an example of feminists in action or an example where feminist action is needed. Search the web for articles and/or websites; browse a newspaper—college, local, regional, national—for articles; draw from personal experience. Be prepared to explain how your example illustrates feminists in action or how feminist action may intervene. In-class *Orphan Train* assessment. **Due: Feminism’s Definitions Research & Analysis Paper.**
- Oct 1: **AMERICAN PUBERTY:** *The Body Project*, introduction and chapters 1-2 (xvii-55). **Due: Reader Report Worksheet 18.**
- Oct 3: **SKIN DEEP:** *The Body Project*, chapter 3 (59-94). **Due: Reader Report Worksheet 19.**

WEEK 6: STATUS OF WOMEN IN ATLANTIC COUNTY

- Oct 6: **STATUS QUO?:** Read two sample status reports in Blackboard. Review “Report on the Status of Women in Atlantic County” template in Blackboard and your assigned section. Consider the strengths and weaknesses of the sample reports: what did you like and dislike about the reports? Why? Are you the target audience of the report? Why or why not? What ideas from the sample reports would you like to incorporate into your section? What other ideas do you have or what would you like to include in the Atlantic County report that is currently not listed?
- Oct 8: **RESEARCH LOCAL ISSUE DATA:** Discuss APA citation. Read APA citation handout in Blackboard. Work in your small group to research on your section of the report and begin drafting your references in APA format.
- Oct 10: **DRAFT LOCAL ISSUE DATA:** Work in your small group to complete data research and draft initial presentation of the data and references.

WEEK 7: SEXUAL EMPOWERMENT OR COERCION?

- Oct 13: **MY BODY, MY PROJECT:** *The Body Project*, chapter 4 (97-137). **Due: Reader Report Worksheet 20.**
- Oct 15: **LET’S TALK ABOUT SEX:** *The Body Project*, chapter 5 (141-192). **Due: Reader Report Worksheet 21.**
- Oct 17: **YOU GO GIRL!** *The Body Project*, chapter 6 (195-214). **Due: AC Data Report and Reference List in APA.**

UNIT 3—INTERSECTIONAL ANALYSIS: RACE, CLASS, GENDER, SEXUALITY

WEEK 8: TOWELHEAD AND INTERSECTIONAL ANALYSIS

- Oct 20: **TOWELHEAD:** chapters 1-2 (1-48). **Due Fiction Reader Report Worksheet 22.**
- Oct 22: **TOWELHEAD:** chapters 3-4 (49-101). **Due Fiction Reader Report Worksheet 23.**
- Oct 24: **TOWELHEAD:** chapters 5-6 (102-154). **Due Fiction Reader Report Worksheet 24.**

WEEK 9: TOWELHEAD AND INTERSECTIONAL ANALYSIS

- Oct 27: **TOWELHEAD:** chapters 7-8 (155-208). **Due Fiction Reader Report Worksheet 25.**
- Oct 29: **TOWELHEAD:** chapters 9-10 (209-261). **Due Fiction Reader Report Worksheet 26.**
- Oct 31: **TOWELHEAD:** chapters 11-12 (262-315). **Due Fiction Reader Report Worksheet 27.**

WEEK 10: CLASS ACTIVISM PROJECT PLANNING

- Nov 3: **CLASS ACTIVISM PLANNING DAY:** In-class planning day to create a campaign to share initial results of our section of the Report on the Status of Women in Atlantic County. Assign duties and create an action plan. Bring at least one campaign idea to class: write it down. (No idea on paper when you enter class = absence). Homework: Begin reading *This Common Secret* (Chapters 1-5: 1-63).
- Nov 5: **PRECEPTORIAL ADVISING—NO CLASS MEETING.**
- Nov 7: **CAREER CENTER:** Guest Speaker and Instructor, Pat Donahue, Coordinator of Career Center Special Programs & Initiatives. Topic: connecting your education and ELO Portfolio to your career goals. Homework: begin work on the analysis and introductory sections of the Report. Continue reading *This Common Secret* (Chapters 6-8: 64-127).

WEEK 11: REPORT ON THE STATUS OF WOMEN IN ATLANTIC COUNTY & CLASS ACTIVISM PROJECT PLANNING

- Nov 10: **REPORT AND CAMPAIGN WORK DAY:** Work in teams to complete any remaining report data, report data analysis, and campaign planning and execution. Prepare for Wednesday's guests. No formal class meeting—Dr. J is at a conference. Continue reading *This Common Secret* (Chapters 9-11: 128-191).
- Nov 12: **REPORT CONSULTATION:** bring a copy of the current draft of your team's section of the Report to class. Guest, Dr. Betsy Erbaugh and students from the other Fall 2015 course that are working on other sections of the Report. Share findings with Dr. Erbaugh and students. Continue reading *This Common Secret* (Chapters 12-Afterward: 192-260).
- Nov 14: **ISKILLS TESTING:** Guest, Dr. Sonia Gonsalves, Professor & Director of Academic Assessment. Information about the test: <http://www.ets.org/iskills/about>. Students that earn a certificate and submit the it to the instructor earn extra credit: **Developing ICT Literacy** (Total score range 130–250) = 5 points extra credit; **Foundational ICT Literacy** (Total score range 260–340) = 10 points extra credit; **Advanced ICT Literacy** (Total score range 350–500) = 20 points extra credit. The extra credit points will be add to your total points earned for the term. Complete reading of *This Common Secret*.

WEEK 12: THIS COMMON SECRET

- Nov 17: *This Common Secret*: Discuss entire memoir.
- Nov 19: *If These Wall Could Talk*: In-class screening and discussion with *This Common Secret*. **Due: Report Data Section, Analysis, Section Introduction, and Works Cited.**
- Nov 21: **QUERYING THE QUEER:** Read *Fun Home* Chapter 1-2 (1-54). **DUE Fiction Reader Report Worksheet 28.**

UNIT 4—GENDER AND SEXUALITY STUDIES**WEEK 13: FUN HOME AND SOCIAL CONSTRUCTIONS**

- Nov 24: **"ONE IS NOT BORN A WOMAN":** Read *Fun Home* Chapter 3-4 (55-120). **DUE Fiction Reader Report Worksheet 29.**
- Nov 26: **ROLE MODELS:** Read *Fun Home* Chapter 5-7 (121-232). **DUE Fiction Reader Report Worksheet 30.**
- Nov 28: **No Classes: Thanksgiving Holiday.**

WEEK 13: POWERFUL ELOS

- Dec 1: **PORTFOLIO CONSTRUCTION WORKSHOP:** Select one representative assignment for ELO Critical Thinking and one representative assignment for ELO Information Literacy and Research Skills. Draft two, 250-word (typed) reflections (one for each ELO/assignment) that reflect on how the process of completing the assignment and/or the final product demonstrates your competency in the ELO. Bring your (potential) assignments and draft reflections to class.
- Dec 3: **PORTFOLIO CONSTRUCTION WORKSHOP:** Finalize your assignment selection and edit your two reflections. Bring your two portfolio assignments and nearly final draft reflections for final editing to class. Finalize Thursday's class presentation.
- Dec 4: **PRESENTATION TO COMMUNITY ON THE INITIAL FINDINGS OF THE REPORT ON THE STATUS OF WOMEN IN ATLANTIC COUNTY**
- Dec 5: **FINAL REFLECTIONS:** Extended class meeting schedule: class scheduled to meet 2:30pm-5pm. **DUE: Class Activism Reflection Paper and Portfolio with Reflections (provide instructor with access).**