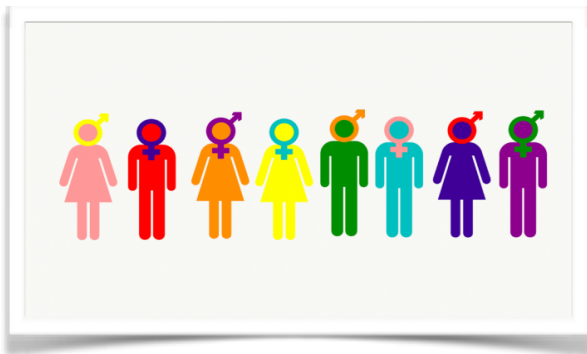


Introduction to Women's and Gender Studies

Course Description



Who is a woman? Is a woman defined by her sex? Gender? Legal identification? What do these words allegedly describe? Who (or what) has gender? Who gets to decide gender? How should we understand and talk about women differently from men? What about people who are neither? Does gender even matter (and why)?

This course is designed to strengthen your ability to critically discuss, as well as engage with, these questions. This course is both introductory and interdisciplinary; as such, it will familiarize students with sex, gender and sexuality theories, feminism, and current debates within Women's and Gender Studies. Women's and Gender Studies is not just the study of women's history, but rather it is the study of social relations, power, and how all gender is constructed by/constructs our very lives. An underlying theme and assumption of this class is that no one identity, orientation, or set of behaviors constitutes a "real" woman, man, agender, genderqueer or non-binary person. By grounding our study of "women's and gender studies" in the concept of sexual difference, we will strengthen our abilities to analyze, question, critique, and deconstruct the prevailing binaries of male/female, masculine/feminine, man/woman, cis/trans, and straight/gay.

The aim of this course is to introduce students to the field of Women's and Gender Studies through collaboration, theory, critical thinking, and personal experiences to foster critical awareness about how interlocking operations of gender, which may otherwise be taken for granted, shape and influence our lives. Through our readings, activities, and discussions, we will continually build a community of scholar activists that are able to critically think of possibilities for change.

Instructor Information

Maggie Nanney

OFFICE

Drop-in Hours: MW
9-10:30 or email to
schedule

mnanney@vt.edu

Course Goals

- Identify fundamental concepts, theories, history, and contemporary positions within Women's and Gender Studies as a social movement and discipline
- Demonstrate an understanding of how concepts of gender have differed across history and geography, and are key to thinking about 21st century U.S. practices of gender transformation
- Analyze the social construction of gender and its intersections with other socially-constructed categories of difference
- Explore current and past activism through community collaboration
- Recognize the roles that systems of oppression play by centering scholarship and knowledges produced by these communities and locate our own positions within such institutions

REQUIRED MATERIALS

All course materials are available **for free** on our Canvas page. If you like to have physical copies of the readings, please print them for class or I recommend purchasing the books from which the readings come through independently-owned stores like Powells.

Class Format

This class is organized through an examination of contested topics in WGS. Noting that WGS is an academic discipline, this does not suggest that there is uniformity in thought. Each unit we will explore different core WGS topics by examining the different debates within these subfields.

Reading

Students will be assigned either a book section or articles each week to prepare in advance of our designated meeting time. Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so. To gauge reading comprehension, and to begin discussion in class, you will need to submit 1 discussion question on Canvas for each class. See the matrix for more information about good discussion questions.

Discussion and Participation

Because this course is largely discussion based, students are expected to be active participants in course discussions, contributing to the conversation and pushing our thinking with deep, analytical questions. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Summarizing readings or ideas when asked
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarifications
- Critiquing or commenting on the texts
- Comparing and contrasting readings and other course materials
- Sharing exemplary experiences
- Engaging in critical reflection on your own and others' assumptions

Please see the "Guidelines for Classroom Participation" online for more information on classroom discussions.

Assessments of Learning

People learn in multiple ways. Throughout the semester there will be a number of small-stakes assessments (1-2 pages) of which you will be able to choose how you would like them weighed (between the three categories—Activities, Contentious Topics, Final Project—and participation) in your final grade *before they are due*. Or if there is an assignment that you feel that you would do strongly on, you may choose to have that included higher in your grade. This requires planning in advance though—once you decide on your grade distribution, you may not change it. Examples of these low-stakes activities include (more information for each of these activities, including due dates, is available on Canvas):

Class Activities

These activities will begin in-class and often involve a short (1-2 page) reflection regarding the activity. Both the activity and reflection will be turned in for assessment. These include a wide variety of formats:

- Gender Scavenger Hunt
- Letter to the Haters
- Campus Observations/ Research Activities
- Short quizzes as necessary

Contentious Topics Opinion Pieces

In these short pieces (1-2 pages), you will articulate what is at stakes in these contentious debates within WGS as a field. You don't necessarily have to take a side, but using class readings, you will discuss the viewpoints of how different feminists approach these topics. You may select to complete FIVE out of the seven assigned.

Final Project

As this class pushes students to question the production of disciplines, students will produce final projects that will incorporate one contentious topic that we covered in class (or propose a new one). These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory and contested topics to a broader audience. A proposal and annotated

bibliography will be due throughout the semester. These projects may take form in multiple shapes:

- Creative projects will consist of producing a final product, and may also include a written reflection depending on the project. These projects may be documentary films, collections of creative writing, writing or producing a play, or other creative endeavors.
- Public projects engage with the broader institutional or local public to advance social justice knowledge and activities. These may include collaborating with local community organizations (a list of approved organizations is available on our class site), preparing a presentation for the Board of Trustees to justify the incorporation of WGS in the curriculum, the creation of a WGS special topics syllabus, or other public engagement project.

Class Policies

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a

note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if care plans fall through. Please email me should this be a concern or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed.

Late Work Policy

Late work will not be accepted unless prior arrangements are made. If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately ~25-40 pages of reading and assignments for each class.

Emails and Grades Policy

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades should reflect how you have grown as a scholar throughout the semester, not just if you get an answer correct. While I do my best to provide you opportunities to succeed, it is also up to you to put in the work.

To maintain a sense of work-life balance, I will not be answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

Office Hours/Drop in Hours

Drop-in hours are times in which I will be available, regardless if you have an arranged meeting with me, in

my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I will make an announcement in class and over email in advance if this occurs. If the drop-in hours do not work with your schedule, we can always set up an appointment.

Below are some possible reasons students might want to attend drop-in hours:

- You missed a class and want to talk about what you missed after you reviewed materials and notes from peers
- You're not quite sure you understand a concept from class and want to discuss the concept in more detail
- You want to discuss preparing for an assignment or upcoming exam
- You would like to discuss how to improve on future assignments and exams
- You're interested in Women's and Gender Studies/ Sociology and want to learn more about the programs

Technology Policy

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only, including looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/ shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away.

I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and attention in class. If there is an emergency requiring a cell phone be made available, please talk to me *before* the class period begins.

Community Standards

Honor Code

The college's honor code states that all students should be "honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work and examinations" and that "all submitted work of any kind must be the original work of the student who must cite all the sources used in its preparation." All class assignments are subject to this code. The Honor Code is college policy, which expressly forbids the following academic violations:

1. Cheating: including the actual giving or receiving of any unauthorized aid or assistance, or any unfair advantage on any form of academic work.
2. Plagiarism: including the copying of the language, structure, ideas, or thoughts of another and passing off the same as one's own original work without proper citation.
3. Falsification: including statements of any untruth, forgery, tampering, or manipulating information on academic work.

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu>

In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information visit the campus writing center.

Violation of the Academic Honor Code will result in possible disciplinary action. All violations will be formally reported to the Chair of the Honor Board and the Dean of the College.

Additional Community Standards

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the

Student Handbook for definitions and policies on harassment and intolerable behavior.

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together and collaboratively build discussion guidelines.

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Academic Support and Safety

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course. Please contact me early in the semester to discuss options if the design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Services for Office of Disabilities Services (ODS) to make this course accessible. Detailed information on documentation requirements, accommodations and services, and other related information can be found on the course website under "Resources". These accommodations and services are coordinated through the ODS staff in College Hall. For additional information, please contact the ODS office at *phone number* or *email*.

Content Warning

Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement with explicit material, even if you do not agree with the text's arguments. A word of warning: some of the texts presented in this course are explicit and may be uncomfortable, but never should they feel unsafe. Please feel free to discuss with me, or contact any of the sources below, should a topic in the course create

an unsafe environment for you mentally, emotionally, or culturally, academically, or socially.

Pronoun Usage and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns may change- please let me know if this is the case.

Confidential Information

All information shared with me or in class should be treated as completely confidential. Under university policy and federal law, the only time confidentiality will not be maintained is during times regarding sexual harassment or assault or in the instance (or threat of) violence or harm to oneself or another.

SUPPORT SERVICES

There are a number of services on campus that are available for your academic success. See the course website for links and contact information for the following resources:

Class Deans Office
Counseling Services
Office of Disability Services
Office of Diversity, Equity, and Inclusion
Religious and Spiritual Life
Student Success Center
Women's Center
Writing Center

****This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.**

Timeline of Course Progression

Introduction to Women's and Gender Studies
Maggie Nanney (mnannev@vt.edu)

See Canvas for full bibliographic citations of the readings.

Date	Theme	Discussion Questions	Reading	Assignments Due In Class (See Canvas for Instructions)
UNIT 1: INTRODUCTIONS				
Week 1: Introductions				
	Introductions	Who is in our class? What will we learn? What will we do?	<i>No reading</i>	
	Feminism(s): A Primer	How have feminist issues and ideas changed over time? Are there different types of feminism(s)?	Tong, Rosemarie. 2014. "Introduction: The Diversity of Feminist Thinking." Pp. 1-10 in <i>Feminist Thought: A More Comprehensive Introduction</i> . Boulder: Westview Press. Olson, Loreen N., Tina A. Coffelt, Eileen Berlin Ray, Jill Rudd, Renee Botta, George Ray, and Jenifer E. Kopfman. 2008. "'I'm all for equal rights, but don't call me a feminist': Identity Dilemmas in Young Adults' Discursive Representations of Being a Feminist." <i>Women's Studies in Communication</i> 31(1):104-32.	
Week 2: Gender Inequality				
	Sexism, Patriarchy, and Feminism	What are the social costs of traditional masculinity and femininity? How does gender socialization contribute to gender inequalities? In what ways do institutional barriers/structures in our society perpetuate gender inequality?	"Structured Gender Inequality" (book section) Cech, Erin A. and Mary Blair-Loy. 2010. "Perceiving Glass Ceilings?: Meritocratic versus Structural Explanations of Gender Inequality among Women in Science and Technology." <i>Social Problems</i> 57(3):371-397.	
	Intersectionality	How does intersectionality relate to structural inequality? In what ways do structural inequalities contribute to discrimination on various axis of oppression?	McIntosh, Peggy. 1989. "Unpacking the Knapsack of White Privilege." <i>Peace & Freedom Magazine</i> : 10-12. Combahee River Collective. 1987. "The Combahee River Collective Statement."	Grade Distribution Due

Week 3: The Social Construction of Gender

Sex, Gender and Sexuality	What is sex? What is gender? What is sexuality? What are the differences between the three?	Lorber, Judith. 1994. "'Night to his Day': The Social Construction of Gender." Pp. 13-36 in <i>Paradoxes of Gender</i> . New Haven: Yale University Press. Hubbell, Justin. 2016. "The Ultimate Break Down of the Gender Binary- Why It Hurts Us All" <i>Everyday Feminism</i> . (http://everydayfeminism.com/2016/02/gender-binary-hurts-us-all/).	
Performativity and Doing Gender	What does it mean to "do gender"? In what ways in gender a performance? How does this relate to the social construction of gender? In what ways does language and our communication styles contribute to gender inequality?	West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender & Society</i> 1(2):125-51. Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." <i>Gender & Society</i> 28(1):32-57.	

UNIT 2: CONTENTIONS

Week 4: Feminist Exclusions

Waves	What are the different waves of feminism? How does previous feminist organizing influence today's waves? How does today's wave build on or critique previous waves?	Reger, Jo. 2017. "Finding a Place in History: The Discursive Legacy of the Wave Metaphor and Contemporary Feminism." <i>Feminist Studies</i> 43(1):193-221.	Class Activity: Gender Scavenger Hunt Due
White Feminism/ Womanism	How has race/ethnicity been socially constructed in the U.S. historically and today? How do stereotypes contribute to discrimination that racial and ethnic minority groups face? How does structural discrimination contribute to racial and ethnic inequalities? How have previous theorizations of feminism as white contributed to inequality within feminism?	Thompson, Becky. 2002. "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism." <i>Feminist Studies</i> 28(2):336-360. Watch Jaxmyn " White Feminism "	

Week 5: Trans Inclusion

Trans History and Activisms	Historically, how has sexuality and gender been regulated in the U.S.? What has been the impact on trans communities? How does structural discrimination influence transgender people's life chances?	Stryker, Susan. 2008. <i>Transgender History</i> . Berkeley, CA: Seal Press. (Selection) Grant, Jaime M., Lisa A. Mottet, Justin Tanis, Jack Harrison, Jody L. Herman and Mara Keisling. 2011. "Injustice at Every Turn: A Report of the National Transgender Discrimination Survey." Vol. Washington: National Center for Transgender	Contentious Opinion Piece #1: Race Analysis Due
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			Equality and National Gay and Lesbian Task Force. (Executive Summary Only)	
	Trans/feminisms	How have tensions around trans inclusion arisen within feminist and women's spaces? How is trans inclusion conceptualized in terms of sex/gender/sexuality?	<p>Bettcher, Talia. 2014. "Feminist Perspectives on Trans Issues." In <i>The Stanford Encyclopedia of Philosophy</i>, edited by E. N. Zalta.</p> <p>Koyama, Emi. 2003. "The Transfeminist Manifesto." Pp. 244-59 in <i>Catching a Wave: Reclaiming Feminism for the 21st Century</i>, edited by R. Dicker and A. Piepmeyer. Boston: Northeastern University Press.</p>	
Week 6: Bodies				
	Embodiment and Ability	In what ways have idealized body types changed over the years? How are these idealized body types raced and classed? How does our built environment and social policies contribute to ableism as a system of inequality?	<p>Weitz, Rose. 2010. "A History of Women's Bodies." Pp. 3-12 in <i>The Politics of Women's Bodies: Sexuality, Appearance, and Behavior</i>, edited by Rose Weitz. Oxford: Oxford University Press.</p> <p><i>AND Choose ONE:</i> Calasanti, Toni. 2009. "Theorizing Feminist Gerontology and Sexuality: An Intersectional Approach." Pp. 471-485 in <i>Handbook of Theories of Aging</i>, edited by V.L. Bengtson, M. Silverstein, N.M. Putney, and D. Gans. New York: Springer.</p> <p><i>OR</i> Garland-Thomson, Rosemarie. 2002. "Integrating Disability, Transforming Feminist Theory." <i>NWSA Journal</i> 14(3):1-32.</p>	Contentious Opinion Piece #2: Trans Inclusion Due
	Masculinity and Culture	How have idealized body types for men changed over the years? How are these idealized body types raced and classed? What messages about men's bodies do we receive from media representations of men? What messages about hegemonic masculinity do boys receive from our social world?	<p>hooks, bell. 2000. "Feminist Masculinity" in <i>Feminism is for Everybody</i>. Cambridge: South End Press.</p> <p>Watch: <i>The Mask You Live In</i> (linked on Canvas)</p>	Final Project Proposal Due
Week 7: Sexuality				
	Purity and Promiscuity	How does heteronormativity structure our everyday lives? What are the consequences of heteronormativity? How has what it means to have a heterosexual sexuality changed over time and in different places?	<p>Valenti, Jessica. 2009. <i>The Purity Myth: How America's Obsession with Virginity is Hurting Young Women</i>. Berkeley: Seal Press. (Selections)</p> <p>Kalish, Rachel, and Michael Kimmel. 2011. "Hooking Up: Hot Hetero Sex or the New Numb Normal." <i>Australian Feminist Studies</i> 26(67):137-51.</p>	Contentious Opinion Piece #3: Media Analysis Due

	LGBTQ	In what ways do LGBTQ identities challenge the heterosexual/homosexual binary? How have the ways that sexual identity been measured changed over time? What are the differences between sexual identity, behavior, and attraction?	Ward, Jane, and Beth Schneider. 2009. "The Reaches of Heteronormativity: An Introduction." <i>Gender & Society</i> 23(4):433-39. "Not Trans Enough." <i>Late Bloom Zines</i> .	
Week 8: Violence				
	Gender-based violence	In what ways is "gender-based violence" different from violence against women? What is violence—physical or discursive? Intentional or impactful?	Watch Eminem and Rihanna's "Love the Way You Lie" music video Smith, Andrea. 2002. "Better Dead than Pregnant: The colonization of native women's reproductive health." in <i>Policing the National Body: Sex, Race, and Criminalization</i> , edited by Jeal Silliman and Anannya Bhattacharjee. Cambridge: South End Press.	Contentious Opinion Piece #4: Sexuality Due
	Sexual violence	What is rape culture and how does it relate to sexual assault? How do institutions respond to sexual assault?	Hlavka, Heather R. 2014. "Normalizing Sexual Violence: Young Women Account for Harassment and Abuse." <i>Gender & Society</i> 28(3):337-358.	
WEEK 9: SPRING BREAK				
Week 10: Space and Place				
	Work	What are the causes of the gender pay gap? How does the glass ceiling affect women? What are the politics of housework and its relationship to gender inequality in the workforce?	Coontz, Stephanie. 2016. "The Way We Still Never Were: Another Quarter Century of Family Change and Diversity," Council on Contemporary Families. (https://contemporaryfamilies.org/the-way-we-still-never-were-brief-report/). Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." <i>Signs</i> 18(1):1-43.	Contentious Opinion Piece #5: Zine/Memoir Due
	TBA	Topic TBA based on student interests	Reading TBA based on student interests	Annotated Bibliography Due
Week 11: Global Feminisms and Activisms				
	Transnational feminisms	What are issues of human rights across the globe? In what ways can we discuss issues of human rights without "othering" different groups across the globe?	Electorate.com, Black. 2001. "The Thong Vs. The Veil." (http://www.blackelectorate.com/articles.asp?ID=491).	Contentious Opinion Piece #6: Work Due

			Bernstein, Elizabeth. 2010. "Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns." <i>Signs: Journal of Women in Culture & Society</i> 36(1):45-71.	
	Science and the Environment	What are the effects of globalization and neoliberalism on women in the Global South? What are the effects of environmental racism on people of color across the globe? How is this related to globalization?	Shiva, Vandana. 2001. "Democratizing Biology: Reinventing Biology from a Feminist, Ecological, and Third World Perspective." Pp. 447-465 in <i>The Gender and Science Reader</i> , edited by M. Lederman and I. Bartsch. London: Routledge. Watch <i>Maquilapolis</i> before class (linked on Canvas)	
UNIT 3: WHERE TO GO FROM HERE				
Week 12: Social Movements				
	Social Movements	Where can we go from here? How do we get involved in local / national / international activism? What related movements are feminist issues? What can I do as a feminist professionally? Academically? Personally?	hooks, bell. 2000. <i>Feminism is for Everybody</i> . Cambridge: South End Press. (Selections)	Contentious Opinion Piece #7: Global Feminisms Due
	Student Workday	<i>Day reserved for students to work on finals in class</i>	<i>No reading</i>	
Week 13: Presentations				
	Presentations	<i>Day reserved for students' final presentations</i>	<i>No reading</i>	
	Review, Evaluations	<i>Day reserved for review and course evaluations</i>	<i>No reading</i>	Class Activity: Letter to the Haters Due
Final Projects and Evaluations due XXX, 5:00 pm on Canvas				

Assessments of Learning		Your Grade Value
Participation Participation will be evaluated throughout the semester based on class discussions, in-class activities, and attention in class. You must be in class in order to receive participation points for that day. Your daily discussion questions will be included in your participation grade (3 points per day). A participation evaluation will be provided half-way through the semester. No make-up participation will be available for those unexcused from class.		____%
In-Class Activities These activities will begin in-class and often involve a short (1-2 page) reflection regarding the activity. Both the activity and reflection will be turned in for assessment.		____%
Contentious Topics Opinion Pieces In these short pieces (1-2 pages), you will articulate what is at stakes in these contentious debates within WGS as a field. You don't necessarily have to take a side, but using class readings, you will discuss the viewpoints of how different feminists approach these topics. You may select to complete FIVE out of the seven assigned.		____%
Final Project As this class pushes students to question the production of disciplines, students will produce final projects that will incorporate one contentious topic that we covered in class (or propose a new one). These projects will then be presented in a gallery-format open to the community to allow students to find ways to communicate high theory and contested topics to a broader audience. A proposal and annotated bibliography will be due throughout the semester.		____%

Grade Distribution	
A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	59-0%

Discussion Questions

For each class, you are required to submit *one* discussion post based on the readings. You will be assessed both on completion as well as the quality of your post. These may be used for group discussions, assessment of student understanding of materials, and bonus opportunities. Discussion posts will be submitted on the class website by 8:00am before class each day. A good post does the following:

- Requires use of critical analysis skills of class issues and concepts, synthesizing/comparing one or more readings
- Requires demonstration of both factual knowledge of content and comprehension and application of the knowledge
- It should *not* be a simple "look up in the readings" "yes or no/true or false" or "what's your opinion/do you agree" questions

This could include links to outside articles or news with ties to the readings, questions, vocabulary, half-formed thoughts, etc.

Examples:

How has activism changed since the advent of the internet and social media? How has the line blurred between legally allowed activism and illegal behavior?

- This is a good question because it does not have a clear yes/no or correct answer, allowing for people to engage with critical thinking about what social movements are

In what ways does the students in Pascoe's study on "fag discourse" highlight how gender and sexuality are intersectional through Schilt and Westbrook's "determining gender" framework?

- This is a good question because it attempts to synthesize two readings to understand how these concepts are related.

Papers Rubric

Ideas	-The concepts discussed in the instructions are defined and used correctly - The ideas used are interesting and demonstrate sophistication in thought	____/25
Organization	-Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable -Uses a logical structure appropriate to subject, purpose, audience, and thesis - Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions - Paragraphs are kept on topic	____/25
Mechanics	-Spelling, punctuation, proper sentence structure are all executed - Formal writing style is utilized (no "loling," contractions, winks, abbreviating "you" with "u" etc...) -Sentences are varied, yet clearly structured and carefully focused, not long and rambling -Uses proper style citation both in-text and in references -Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis	____/25
Overall	-All questions are answered thoroughly and thoughtfully - Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in wordcount- full page must be typed to be considered a page [i.e. full 3 rd page to be considered 3 pages])	____/25

Participation and Leadership Rubric

Active Listening	-Actively listens when others speak, as indicated by comments that incorporate and build on the ideas of others	____/25
Critical Engagement	-Demonstrates a deep understanding of the topics through engagement and citation of the majority of texts -Exercises higher-order thinking skills including analysis, synthesis, evaluation, and critique -Supports ideas with relevant evidence from course materials	____/25
Impact on Seminar	-Proactively contributes to discussions by raising thought-provoking questions -Comments frequently and helps moves the seminar conversation forward	____/25
Quality and Quantity of Participation	-Actively participates at appropriate times -Attendance is regular and timely -Interactions with peers is respectful	____/25