

## WG101-01 Introduction to Women and Gender Studies

(2024) Fall OLL \_\_\_\_\_

Instructor: Dr. Ann Ames

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Office Hours: M/T/F 2:00-4:00pm HSS 220D

Location: Moodle & Zoom

Enrollment Key: 

Due dates of assignments are highlighted in turquoise.



- Knowing the world differently will make the world different—more fair, more accessible, more just—for more people.
- ***The hope is—that multiplying our knowledges of the world will lead to alternative ways of organizing the worlds around us, and, thereby, lead to a more fair world for more people.***
- The desire not just to know the world differently, ***but to change it*** has meant that these newer disciplines have emphasized the importance of various kinds of social activism outside of academia.
- ***The word activism usually signals the idea of direct involvement in bringing about social change.***

## CATALOG DESCRIPTION

This course provides an introduction to basic concepts and key issues in women and gender studies, utilizing a life-span approach. Topics include gender socialization and identity formation, sexuality, cultural representations, gender relations, family, work, class stratification, violence, constructions of masculinity, and oppression, as well as racial and cultural diversity.

## COURSE CONTENT

The course uses introductory readings and selected readings on women and gender in Micronesia, Asia, and the broader Pacific to familiarize students with the topics of gender socialization and identity formation, sexuality, cultural representations, gender relations, family work, class stratification, violence, constructions of masculinity, oppression as well as racial and cultural diversity using feminist methodologies. Students critically explore the relevance of the course material to their own lives and communities, and to contemporary social and cultural issues. Feminist theories incorporated into readings, lectures, discussions, and assignments.

## STUDENT LERNING OUTCOMES ALLIGNMENT MATRIX

<b>Program Learning Outcomes (or PLOs)</b> Upon the completion of the WG minor students will demonstrate the ability to:	<b>Student Learning Outcomes (or SLOs)</b> For this specific course, students will successfully demonstrate:	<b>Assignments for Reaching SLOs</b>
Understand and critique the significance of gender in the lives, identities, activities, opportunities, and concerns of women and men locally, regionally and transnationally. UOG ILO 1: Mastery of critical thinking and problem solving	Understand the basic concepts and topics in women and gender studies, and develop critical insight into key feminist issues globally and locally. <ul style="list-style-type: none"> <li>• Understand basic concepts and topics in women and gender studies;</li> <li>• Develop critical insight into key feminist issues</li> </ul>	Readings, Exams, Research projects, and other platforms accessed.
Analyze how gendered identities intersect with race, class, and sexual orientation and how systems of inequality and oppression operate and are sustained. UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context	Comprehend ways in which society is structured by systems of inequality and privilege via the interlocking identities of race, gender, class, and sexual orientation. <ul style="list-style-type: none"> <li>• Comprehend ways in which society is structured by systems of inequality and privilege via the interlocking identities of race, gender, class, sexual orientation;</li> <li>• Analyze and apply the ideas, theories and practices to their own interlocking identities</li> </ul>	Readings, Exams, Research projects, and other platforms accessed.
Examine theoretical and practical connections between feminist studies and their major field of study by highlighting issues, experiences, gender research and discourses relevant to Guam, Micronesia, and the global community. UOG ILO 6: An appreciation of the arts and sciences UOG ILO 7: An interest in personal development and lifelong learning.	Analyze and critique how femininity and masculinity are represented in US mainland and some Asian Pacific Cultures, and engage in critical dialogue both in oral discussion and written assignments, between Anglo-American feminism and feminism within the Asia Pacific and other geographic regions. <ul style="list-style-type: none"> <li>• Analyze and critique how femininity and masculinity are represented in U.S. “mainland” culture and some Asia-Pacific cultures;</li> <li>• Critically engage with the visual and written texts, both in oral presentation and in written assignments</li> </ul>	Readings, Exams, Research projects, and other platforms accessed.

Engage in research mindful of the needs and issues critical to women in Guam and throughout Micronesia, which will increase regional feminist scholarship. UOG ILO 2: Mastery of quantitative analysis UOG ILO 3: Effective oral and written communication UOG ILO 5: Responsible use of knowledge, natural resources, and technology	Apply research methods within women and gender studies and analyze and apply these ideas to their own interlocking identities. <ul style="list-style-type: none"> <li>Apply research methods within women and gender studies.</li> </ul>	Readings, Exams, Research projects, and other platforms accessed.
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## METHOD OF INSTRUCTION

All students are required to create a Moodle account and enroll in the Moodle version of this course by the first 2 weeks of class. *The enrollment key will be provided to students via gotriton.uog.edu accounts and is also listed in the syllabus.*

Classes will consist of asynchronous weekly readings, PowerPoint presentations, exams, research projects, and other platforms accessed via a link on Moodle in the course page.

## READINGS

Kang, M., Lessard, D., Laura, H., & Sonny, N. (2017). *Introduction to Women, Gender, Sexuality Studies*. Amherst, MA: University of Massachusetts.

You may obtain the text online for free at: <http://openbooks.library.umass.edu/introwgss/> or by PDF on our Moodle page. Additional readings are also included on the course Moodle page.

## GRADES:

- **Exams: 60%** (4 multiple choice exams throughout the semester, 15% each)
- **Research Project 1 - Gender in the Community: 15%** (10% for presentation, 5% for response). *More information will be provided.*
- **Research Project 2 – Gender and Social Justice Movements: 15%** (10% for presentation, 5% response). *More information will be provided.*
- **Final Exam: 10%**. *More information will be provided.*

Attendance will be determined by checking Moodle module completion. Letter grades will be based on the CLASS Grading Policies (see below).

## Grading

Final grades are based on the percentage scale of total possible points:

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

(see below for Assignment Descriptions)

# Research Path

RESEARCH PATH	KEY QUESTIONS
Research Topic	What exactly is the problem?
Research Objective	What do you want to “solve” with the research?
Research Question	What knowledge is necessary to achieve the research objective?
Data Sources and Data Collection	Where (from whom) do you get the required information? How do you collect the data?
Objective of the interview	Which information do you want to get ?
Topics of the interview	About what do you have to talk with that person? Which initial questions do you pose?
Topic Aspects	Which auxiliary questions do you pose?
Interview Questions	How do you deliver the interview questions?

## Assignment Descriptions

**4 multiple-choice exams (15 points each)** will be posted throughout the semester based on the readings and postings on the Moodle course page (*see syllabus for due dates - more information on this will be given later*).

### **3 Research Projects (Research Presentation and Response): 15 points each**

**Research Presentation and Response (10 points for presentation and 5 points for response):** Research projects allow you to demonstrate your ability to not only process the concepts being presented in this course, but also to explain those concepts to others. This will allow you to better understand the material, tie the material with our readings and discussions, and incorporate the suggestions and comments of your classmates. The presentation needs to have full bibliographic citations and should not have lengthy quotes. Standard ASA, MLA, or APA methods of citation should be used on slides; *Quick Guides to Citations* are posted under Announcements

You will post your research presentation in the forum and provide one response to another student’s research presentation. The presentations for these 3 assignments requires you to generate a PowerPoint presentation (10-15 slides) on materials covered in the assignment. You

are not required to do responses for the final research presentation (*see syllabus for due dates - more information on this will be given later*).

**Research Project #1** will involve analyzing *Gender in the Community*. **Research Project #2** will involve analyzing *Gender and Social Justice Movements*. **Research Project #3** will be on a gender related topic of your choice. Do not use ChatGPT or any other Chatbot/AI for assignments.

Each Assignment will require the student to verify the originality of their work when submitting the assignment using the following statement:

***Certificate of Original Work:** I certify that the attached assignment is my original work. I am familiar with, and acknowledged my responsibilities which are part of the University of Guam Student Code of Academic Integrity. I affirm that any sections of the assignment which has been submitted is attributed and cited as such, and that this assignment has not been submitted by anyone else. I have identified the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings. Along with citations and reference listings, I have used quotation marks to identify quotations of fewer than 40 words and have used block indentation for quotations of 40 or more words. Nothing in this assignment violates copyright, trademark, or other intellectual property laws and was not generated by ChatGPT or any other forms of Chatbot/AI. I further agree that the submission of my assignment or paper as replied back to this thread is intended to have, and shall have, the same validity as my handwritten signature.*

**RESPECT-** We will discuss a variety of topics – sexual identity, sexual violence, rape culture, race, etc. and a variety of issues – reproductive rights, gay marriage, sex trafficking, etc. that may be difficult to discuss openly. However, I believe that without these uncomfortable discussions, obstacles relevant to sex and gender can never be overcome. To create and maintain an environment that is conducive to learning and critical thinking it is important that we are mindful of our interactions with one another.

### **PLAGIARISM STATEMENT**

Plagiarism is a serious breach of University policy and includes copying exam answers or other writing without proper citation. “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” (See the UOG Student Handbook 2016-2019, page 35). If you plagiarize you will receive a zero on the assignment in question and will be immediately referred to the disciplinary committee, a group of faculty members at the University of Guam, who will examine your case and decide on the appropriate action to take. Do not plagiarize. If you have any doubts about your citation, speak with me or go to <http://www.uog.edu/student-services/rfk-library/research-and-writing-tips>

### **EEO/ADA STATEMENT**

The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience

harassment or discrimination, then you should report it immediately to Mr. Larry Gamboa, Acting EEO Director at the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 1. For immediate assistance in an emergency call 911.

### **DSS (Disability Support Services) Accommodation**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a *student* with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

### **COMMUNICATION POLICY**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

In keeping with this policy *all communications from me will come to your UOG Triton email account.* Check it regularly. You may contact me by email at [aames@triton.uog.edu](mailto:aames@triton.uog.edu) or via Moodle. If you are asking a general question that affects other students, please do it through the appropriate General Discussion Forum (GDF) posted on the Moodle course page. Sending me *a direct email is best for personal matters that affect your coursework.*

### **STUDENT EVALUATION OF FACULTY INFORMATION**

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students. You will need your WebAdvisor login credentials to complete the evaluation.

### **NO RECORDING POLICY**

Recording of online class meetings is not allowed. Not only is the delivery of course content the intellectual property of the instructor, but students enrolled in the course have privacy rights. Unauthorized recording and distribution of online courses may violate federal law.

*Using computers not phones.* Many teleconferencing features, like screen sharing do not work if you are on a phone. Moreover the screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

*Netiquette.* This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.

- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text-messaging shortcuts.

### **Access Statement**

Students must have access to a computer daily. The computer should have access to general software applications for word processing software, electronic spreadsheets, graphic presentation, video viewing software, the recommended web browser and a reliable internet connection. The student must be able to navigate the Moodle System site, upload and download materials, participate in assigned online activities, and follow generally accepted online etiquette.

### **Technical Assistance Statement**

Students needing technical assistance from the Center for Online Learning can reach them at the following contacts.

Location: Dean's Circle, House #6

Tel: (671) 735-2620

Help Desk: [helpdesk@uog.edu](mailto:helpdesk@uog.edu)

Moodle Help: [moodlehelp@triton.uog.edu](mailto:moodlehelp@triton.uog.edu)

Hours: 8 a.m. – Noon and 1 p.m. – 5 p.m., Monday – Friday



**SYLLABUS WG101-01 Introduction to Women and Gender Studies**

**(2024) Fall \_\_\_** *Note: If the link listed is no longer accessible, please send me an email*

	<b>Weekly Lessons</b>	<b>Assignments</b>
<b><u>Week 1:</u></b> <b><u>AUG 14-17</u></b>	<ul style="list-style-type: none"> <li>• Login to Moodle, familiarize yourself with syllabus, class requirements</li> </ul>	
<b><u>Week 2:</u></b> <b><u>AUG 19-24</u></b>	<p><u>What is Feminism?</u></p> <ul style="list-style-type: none"> <li>• <b>TEXTBOOK Unit I:</b> An Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts               <ol style="list-style-type: none"> <li>1. Critical Introduction to the Field</li> <li>2. Theorizing Lived Experiences (online book)</li> </ol> </li> <li>• PPT#1 Introduction to WGS Studies Part 1</li> </ul> <p>“We Should All Be Feminists: Chimamanda Adichie TED Talk”  <a href="http://www.youtube.com/watch?v=hg3umXU_qWc">http://www.youtube.com/watch?v=hg3umXU_qWc</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Weekly Readings</b></p> <p><b>PowerPoint Presentation</b></p> <p><b>TED Talk General</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<b><u>Week 3:</u></b> <b><u>AUG 26-31</u></b>	<p><u>Identity and Social Construction of Self:</u></p> <ul style="list-style-type: none"> <li>• <b>TEXTBOOK: Unit I:</b> An Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts:               <ol style="list-style-type: none"> <li>3. Identity Terms</li> <li>4. Conceptualizing Structures of Power</li> <li>5. Social Constructionism</li> <li>6. Intersectionality</li> </ol> </li> <li>• PPT#1 Introduction to WGS Studies Part 2</li> </ul> <p><i>Folktale: Puntan and Fu’una: Gods of Creation</i></p> <ul style="list-style-type: none"> <li>• <a href="https://www.guampedia.com/puntan-and-fuuna-gods-of-creation">https://www.guampedia.com/puntan-and-fuuna-gods-of-creation</a></li> </ul>	<p><b>Weekly Readings</b></p> <p><b>PowerPoint Presentation</b></p> <p><b>Guampedia Folktale</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>

<p><b><u>Week 4:</u></b> <b><u>SEPT 2 - 7</u></b></p>	<p><u>Social Research:</u></p> <p><b>Chapter 2: Sociological Research Methods (posted on Moodle course page)</b></p> <ul style="list-style-type: none"> <li>• PPT#2 How to Conduct Social Research</li> <li>• Example of Research Project Presentation</li> </ul>	<p><b>Weekly Readings</b></p> <p>PowerPoint Presentation</p> <p>YouTube: <i>Qualitative Research Methods</i></p> <p><b>First Exam due by 5:00pm on 9/7/2024</b></p> <p>General discussion forum (GDF) via Moodle</p>
<p><b><u>Week 5:</u></b> <b><u>SEPT 9 - 14</u></b></p>	<p><u>Binary Systems and their impact Part 1:</u></p> <ul style="list-style-type: none"> <li>• <b>Textbook Unit II:</b> Challenging Binary Systems and Constructions of Difference</li> <li>• 7. Introduction: Binary Systems</li> <li>• 8. Theorizing Sex/Gender/Sexuality</li> <li>• 9. Gender and Sex – Transgender and Intersex</li> <li>• 10. Sexualities</li> <li>• 11. Masculinities</li> <li>• PPT#3 Binary Systems Part 1</li> </ul>	<p><b>Weekly Readings</b></p> <p>PowerPoint Presentation</p> <p>You Tube: <i>Gender Binary</i></p> <p>You Tube: <i>What's it Like Being Non-Binary</i></p> <p>General discussion forum (GDF) via Moodle</p>
<p><b><u>Week 6:</u></b> <b><u>SEPT 16 - 21</u></b></p>	<p><u>Binary Systems and their impact Part 2:</u></p> <ul style="list-style-type: none"> <li>• PPT#3 Binary Systems Part 2</li> <li>• Fo'na and Pontan: Marianas Creation Story</li> <li>• Puntan and Fu'una: Gods of Creation</li> <li>• I Tinituhon: Rediscovering Fo'na and Pontan</li> </ul>	<p><b>PowerPoint Presentation</b></p> <p>General discussion forum (GDF) via Moodle</p>

<p><b>Week 7:</b> <b>SEPT 23 - 28</b></p>	<p>Institutions, Culture, and Structures Part 1:</p> <ul style="list-style-type: none"> <li>• <b>Textbook: Unit III:</b> Institutions, Culture, and Structures: <ul style="list-style-type: none"> <li>• 15. Introduction: Institutions, Cultures, and Structures</li> <li>• 16. Family</li> <li>• 17. Media</li> </ul> </li> <li>• Guampedia Women’s Roles: <a href="https://www.guampedia.com/womens-roles/">https://www.guampedia.com/womens-roles/</a></li> <li>• Guampedia Men’s Roles: <a href="https://www.guampedia.com/mens-roles/">https://www.guampedia.com/mens-roles/</a></li> <li>• Guampedia Family ties: <a href="https://www.guampedia.com/ancient-chamorro-kinship-and-land-tenure/">https://www.guampedia.com/ancient-chamorro-kinship-and-land-tenure/</a></li> <li>• </li> <li>• PPT#4 Institutions, culture, and Structures Part 1</li> <li>• </li> </ul>	<p><b>Weekly Readings</b></p> <p><b>Second Exam due by 5:00pm on 9/28/2024</b></p> <p><b>Guampedia</b></p> <p><b>PowerPoint Presentation</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<p><b>Week 8:</b> <b>SEPT 30 – OCT 5</b></p>	<p>Institutions, Culture, and Structures Part 2:</p> <ul style="list-style-type: none"> <li>• <b>Textbook: Unit III:</b> Institutions, Culture, and Structures: <ul style="list-style-type: none"> <li>• 18. Medicine, Health, and Reproductive Justice</li> <li>• 19. State, Laws, and Prisons</li> <li>• 20. Intersecting Institutions Case Study: The Struggle to End Gendered Violence Against Women</li> </ul> </li> <li>• Watch Mothering Guahan, excerpts <a href="http://www.motheringguahan.com/mothering-guahan-interview-and-discussion-highlights">www.motheringguahan.com/mothering-guahan-interview-and-discussion-highlights</a></li> <li>• <i>The Person of the Year 2017, The Silence Breakers</i>, Time Magazine <a href="http://time.com/time-person-of-the-year-2017-silence-breakers/">http://time.com/time-person-of-the-year-2017-silence-breakers/</a></li> <li>• <i>UNIVERSITY OF GUAM SEXUAL MISCONDUCT POLICY</i> <a href="https://www.uog.edu/resources/files/helpline/uog_sexual_misconduct_policy_revised_17_mar_2016_final.pdf">https://www.uog.edu/resources/files/helpline/uog_sexual_misconduct_policy_revised_17_mar_2016_final.pdf</a></li> <li>• <i>Guam Rape the Second Highest in the US</i> by: Cameron Miculka <a href="http://www.pireport.org/articles/2015/02/02/guam-rape-rate-2nd-highest-us">http://www.pireport.org/articles/2015/02/02/guam-rape-rate-2nd-highest-us</a></li> <li>• PPT#4 Institutions, culture, and Structures Part 2</li> </ul>	<p><b>Weakly Readings</b></p> <p><b>PowerPoint Presentation</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>

<p><b><u>Week 9:</u></b> <b><u>OCT 7 - 12</u></b></p>	<p>****Fall Break****</p>	<p><b>Weekly Reading</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<p><b><u>Week 10:</u></b> <b><u>OCT 14-19</u></b></p>	<p><i>Visual Culture and Gender Constructions</i> by Karen Keiger-Boyd (2010) ****posted on Moodle course page****</p>	<p><b>Third Exam due 5:00pm on 10/19/2024</b></p>
<p><b><u>Week 11:</u></b> <b><u>OCT 21 - 26</u></b></p>	<p>Conduct Research for Research Project #1: <i>Topic: Gender in the Community</i></p> <p>See Week 11 for presentation requirements</p>	<p><b>Research Project #1</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<p><b><u>Week 12</u></b> <b><u>OCT 28 – NOV 2</u></b></p>	<p>Conduct Research for Research Project #1: <i>Topic: Gender in the Community</i></p> <p>See Week 11 for presentation requirements</p>	<p><b>Research Project #1</b></p> <p><b>YouTube: How to Load a File to a Forum</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>

<p><b><u>Week 13:</u></b> <b><u>NOV 4 - 9</u></b></p>	<p>Finalize Research Project #1 (presentation): <i>Topic: Gender in the Community</i></p> <p>See Week 11 for presentation requirements</p>	<p><b>Presentation for Research Project #1 due 5:00 pm 11/9/2024</b> General discussion forum (GDF) via Moodle</p>
<p><b><u>Week 14:</u></b> <b><u>NOV 11 - 16</u></b></p>	<p>Forum Response for Research Presentation #1 due</p> <p>Conduct Research for Research Project #2: <i>Topic: Gender and Social Justice Movements</i></p> <p>See Week 14 on Moodle for Requirements</p>	<p><b>Forum Response for Research Presentation #1 due 5:00 pm on 11/12/2024</b></p> <p>Research Project #2</p> <p>General discussion forum (GDF) via Moodle</p>
<p><b><u>Week 15:</u></b> <b><u>NOV 18 - 23</u></b></p>	<p>Finalize Research Project #2 (presentation): <i>Topic: Gender and Social Justice Movements</i></p> <p>See Week 14 on Moodle course page for Requirements</p>	<p><b>Presentation for Research Project #2 due 5:00 pm 11/23/2024</b> General discussion forum (GDF) via Moodle</p>
<p><b><u>Week 16:</u></b> <b><u>NOV 25 - 30</u></b></p>	<p>Forum Response for Research Presentation #2 due <i>Topic: Gender and Social Justice Movements</i></p> <p>Topic 5: Historical and Contemporary Feminist Social Movements Part 1</p> <p><b><u>Textbook Unit V:</u></b> Historical and Contemporary Feminist Social Movements 26. Introduction: Feminist Movements</p>	<p><b>Forum Response for Research Presentation #2 due 5:00 pm on 11/27/2024</b></p>

	<p>27. 19th Century Feminist Movements 28. Early to Late 20<sup>th</sup> Century Feminist Movements</p> <ul style="list-style-type: none"> <li>• PPT#6 Historical and Contemporary Feminist Social Movements Part 1</li> </ul>	<p><b>Weekly Readings</b></p> <p><b>PowerPoint Presentation #6 Part 1</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<p><b><u>Week 17:</u></b> <b><u>DEC 2 - 7</u></b></p> <p><b><u>Last week of classes</u></b></p>	<p>Topic 5: Historical and Contemporary Feminist Social Movements Part 2. 29. Third Wave and Queer Feminist Movements</p> <ul style="list-style-type: none"> <li>• Watch Arriola interview- Abortion in GUAM video: <a href="http://honggamona.com/video/sinora-anita-arriola">http://honggamona.com/video/sinora-anita-arriola</a></li> </ul> <p><i>The US has fallen behind on equality of the sexes.</i> by Jody Heymann, Amy Raub, Aleta Sprague <a href="https://amp.cnn.com/cnn/2020/01/14/opinions/equal-rights-amendment-heyman-raub-sprague/index.html">https://amp.cnn.com/cnn/2020/01/14/opinions/equal-rights-amendment-heyman-raub-sprague/index.html</a></p> <ul style="list-style-type: none"> <li>• PPT#6 Historical and Contemporary Feminist Social Movements Part 2</li> </ul>	<p><b>PowerPoint Presentation #6 Part 2</b></p> <p><b>Fourth Exam due by 5:00pm on 12/7/2024 (last day of class).</b></p> <p><b>General discussion forum (GDF) via Moodle</b></p>
<p><b><u>Week 18</u></b> <b><u>DEC 10 - 12</u></b></p>	<p><b>Final Exam</b></p>	<p><b>Final Exam is due 5:00 pm 12/12/2024</b></p>

*Schedule is subject to change at the instructor's discretion.*

*Always check Moodle for the latest schedule.*

*Readings and other related materials are posted on WG101-01 Moodle Course Page.*