I. Mission Statement

The Women’s Studies Minor Program, initiated in 2006, includes a minor, certificate for evening students, focused courses, activities throughout the academic year and during Women’s History Month. It is an interdisciplinary cross-cultural program that complements and augments students' major fields of concentration. Students' academic interests and horizons are expanded by developing courses with multiple departments and offering specific events. The Program provides interested students with an in-depth knowledge of the social constructions of gender, the significance of gender in structuring human social life and women’s contributions to history and culture. The Program emphasizes the link between the personal and the political and using knowledge to create community-based agendas for social change to eliminate gender based inequality.

The Women’s Studies Program is shaped by its Mission Statement. However, unlike more traditional majors and minors, Women's Studies must be assessed as a total program not just by the minor. Indeed, much of the program's energy focuses on campus-wide events such as speakers, panels and workshops that involve a greater population than those who take the classes. Assessment, of course, must include the academic side of the program, but a more challenging part of assessment and implementation is how to assess these external activities that are also fulfilling our mission. It is important not just to quantify the number of courses, events and attendees but also to assess their impact.

II. Goals of the Women’s Studies Minor Program

1. Provide students with instruction in women’s contributions to knowledge, history, society and culture through an interdisciplinary curriculum.
2. Develop in students an awareness of the significance of gender and gender inequality in structuring cultural ideas, social structure, social interactions, issues and power in our society and globally.
3. Develop in students an understanding, appreciation and ability to function in a diverse and multicultural society.

III. Relationship of Program Mission and Goals to those of the College

The Program’s mission and goals parallels those of the College when it extended its Jesuit liberal arts education to women evening students in the 1930’s and to the day session in 1966. The College emphasizes humanism, academic excellence, spiritual values and individual personal development. This foundation rests upon the inclusion of the experiences of all categories of students in the process of learning. The Program’s evolving curriculum, special events and interpersonal relationships serve to focus on “the whole person in preparation for a lifetime of learning, leadership and service in a diverse and global society.”

IV. Student Learning Objectives for the Program in Accordance with Its Goals

Goal 1 - Provide students with instruction in women’s contributions to knowledge, history, society and culture through an interdisciplinary curriculum.

Student Learning Objective

Students will identify and analyze the subject matter of Women’s Studies--women’s contributions to knowledge, history, society and culture--by taking courses offered directly by the Program Minor and
those existing in the various academic departments at the College. Two courses are required: Introduction to Women’s Studies and either Feminist Political Theory or Feminist Philosophy. The Program Director will encourage Department Chairs and faculty to offer existing courses and develop new courses as Minor electives to be cross-listed with Women's Studies. (see Appendix 1) The Program Director will organize Women's History Month events to highlight women's contributions to knowledge and society. (see Appendix 2)

Assessment Measures Students:

The direct measures used include journals relating to assigned readings, issues addressed in videos and class discussions, midterm and final examinations, papers, group-led discussions.

The indirect measures include course evaluations, grades and enrollment in Women's Studies courses (see Appendix 4)

Target Measures of Student Success:

Since Women's Studies courses are taught by a variety of professors from different department, I can provide target measures for the course Introduction to Women's Studies course which will serve as the model. (see Appendix 5) For Introduction to Women's Studies the percentage of students who meet the rubric requirements for A on their journal will be 80%. Also 80% of students will achieve a grade of 80 or above on midterm and final exams and the Women's Untold Story paper. (see Appendices 5,6 for rubrics relating to journals and paper)

Goal 2 - Develop in students an awareness of the significance of gender and gender inequality in structuring cultural ideas, social structure, social interactions, issues and power in our society and globally.

Student Learning Objective

Students will recognize and examine how gender as a social construct has shaped cultural ideas, knowledge in academic disciplines and social relationships in all social interactions and institutions across cultural space and over historical time. Students will recognize when and where gender is a structure of inequality and explore how women are negatively affected in terms of access to resources, power and prestige in our society and globally. This includes identifying the negative effects of gender inequality on women's psychological and physical health. Students will define and evaluate the feminist political movements over time and space that have organized to redress these issues. This includes issues of concern among students at the College and organizing toward the advancement of women students through the student club F.O.C.U.S. (Females and Friends on Campus United in Solidarity).

Assessment measures and target levels of achievement: Same as Goal 1

Goal 3 - Develop in students an understanding, appreciation and ability to function in a diverse and multicultural society.

Student Learning Objective

Students will compare and analyze how gender constructs and experiences vary in different cultural and historical contexts. The diverse symbolic meaning of masculinity and femininity is emphasized in the course curriculum and in various events offered during the academic year such as speakers, panel discussions and films.
Assessment measures and target levels of achievement: Same as Goal 1

V. Program Objectives

Direct Measures: Number of Departments cross-listing Women’s Studies classes

Appendix 1 documents the range of departments offering Women’s Studies courses and the new courses that have been developed. While progress has been made since 2006, there are a number of departments where gaps in offerings remain. It is a goal to expand the number of courses offered and to move beyond the social sciences and humanities.

Number of Events and attendance

Appendix 2 documents the various events offered. Some of these events are organized by the Program Director, some by F.O.C.U.S. and some by other departments which we co-sponsor. Attendance at these events has not be recorded. Numerous departments were and are contacted and urged to encourage their students to attend. Many including myself offer students extra credit for attending and writing about the events. The membership of various student clubs are contacted and publicity for the events is posted electronically and by flyers. It is a goal to record attendance at events.

Indirect Measures: Number of Minors

To date there are 5 minors. An important area to work on is increasing the number of minors. Another area to improve is offering Women’s Studies courses to evening students.

Enrollment of students in Women’s Studies Courses: See Appendix 1

Survey of students taking Women’s Studies Courses

To date no surveys have been conducted. It is a goal to develop a survey and distribute these to students in Introduction to Women’s Studies in the Spring 2012.

VII. Evaluation Cycle/Timeline

There has never been a real assessment of Women's Studies. The data gathered through the methods discussed above should provide a realistic analysis of what the program is accomplishing and what adjustments need to be made. The first Implementation will be prepared in 2012.
Appendix 1

The expansion of course offerings is central to meeting the Goals for Women’s Studies. With regard to Goal 1 objectives, existing courses prior to 2006 regularly offered include:

* Feminist Political Theory
* Feminist Ways of Knowing
* The Sociology of Intimacy
* The Sociology of Sport
* Women in the Middle Ages and Renaissance
* Women in Modern History
* Women in Antiquity
* Women and Film
* Women in the Changing Urban World
* Women and Art

* A choice of one is required for the Minor

New courses developed by the Program Director since 2006 include:

* Introduction to Women’s Studies
* The Anthropology of Gender

The Program Director will encourage Department Chairs and faculty to offer existing courses and develop new courses as Minor electives. New courses developed since 2006 that are cross-listed with Women's Studies include:

* Gender and Communication
* Mapping Asian and Latino Bodies
* Sociology of Salsa
* Introduction to Lesbian, Gay, Bisexual and Transgender Studies
Appendix 2

Organizing events throughout the academic year is also central to meeting objectives for student learning. These events, particularly those during Women’s History Month in March, highlight women’s contributions to knowledge and society and the issues challenging women’s equality in our society and globally. Events organized since 2006 include:

Annual Celebration of the Women Writers of Saint Peters: Faculty, Staff and Students
Surviving the Rwandan Genocide: One Woman’s Experience
Reflections on the Aftermath of the Rwanda Genocide
African Americans and the March of Dimes
Haunting the Korean Diaspora: Shame, Secrecy and the Forgotten War
Maria Pepe: Little League Baseball and Title IX
Panel Discussion: Rape, Sexual Harassment, Body Image
Domestic Violence and Its Effects on the Family
Clothesline Project: Bearing Witness to Violence Against Women
Women, Beauty and Body Image
Re-stitching Threads of Self: Narrative Accounts of the Women’s Embroidery Project in Post-Apartheid South Africa
Renee Devesty Self Esteem and Self Empowerment Workshop for Women

Since 2006 leadership in identifying the gender-related issues of concern to students at the College has been assumed by the student club F.O.C.U.S. (Females on Campus United in Solidarity). The Program Director, who serves as faculty advisor, works closely with the President and e-board to recruit new members, specify particular issues, organize and publicize events and co-sponsoring events with other clubs. These include:

“Women Matter” monthly discussions
October Breast Cancer walks and fundraising
Film discussions
Take Back the Night
Appendix 3

Table 1: Enrollments in Women’s Studies courses 2006-2010

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<tr>
<th>WS Courses</th>
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## Appendix 4

### Table 2: Student Evaluations of Women’s Studies Courses, 2006-2010

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Appendix 5

ST. PETER'S COLLEGE
DEPARTMENT OF SOCIOLOGY/URBAN STUDIES
SO/WS 140-01 Introduction to Women’s Studies
Monday, Wednesday, Thursday: 10:00-10:50
McDermott 304

Spring, 2011
Dr. Marilyn Cohen
Office: 404C Hilsdorf
Office Hours: Mon., Wed., Thurs., 8:30-9:30; 11:00-12:00, 3:00-4:00
Office Phone: 201-761-6156
E-mail: mrcohen@spc.edu

Course Objectives:
This course is designed to provide an introduction to some of the major issues and approaches in the field of Women’s Studies. Students will be introduced to the field of Women’s Studies and the various strands of feminist thought. Through readings, films, journal writing and class discussions, you will be encouraged to think critically about the social construction of gender identities and how gender shapes the social and cultural environments of our lives. We will emphasize the diversity of women’s experiences as we consider the links among gender, race/ethnicity, sexual orientation, status-class, and age. We will explore how you personally experience the topics covered in the course. Finally, we will work to strengthen your critical reading, thinking, speaking and writing skills as we tackle controversial issues and concepts and consider the possibilities of personal and social change.

Required Texts:

Notebook for journal entries. This should be 8 ½ by 11 loose-leaf binders or folder so that the entries may be inserted or removed easily.

Student Obligations:
Blackboard/Internet: We will be using Blackboard during this course. In addition to posting the course outline, questions relating to the topic readings, journal entries, group topics, paper topics and exam questions will be posted. It is mandatory that you check this site each week for important announcements such as assignments and exam dates. Paper assignments can be turned in through this site or through campus e-mail. The URL is http://blackboard.spc.edu

Attendance: This class meets three times per week and attendance will be taken at the beginning of each class. The College policy as stated in the General Bulletin is that students are permitted absences totaling twice the number of lecture meetings per week. You are permitted six (6) absences. One additional absence (7) will reduce your grade one full grade (A to B). Eight or more absences will result in FA. Students are also expected to come to class on time. Students arriving more than five (5) minutes late will be marked absent.

Late Written Assignments: Students are expected to hand in written assignments on their due date. Being absent from class is not a valid excuse for not handing in an assignment/paper on time. Late papers will be accepted up to one week late with a letter grade deduction (A to B) Papers will not be accepted more than one
week late. Journal entries are due on the date requested. No late assignments will be accepted for the discussion group presentation or essay.

**Make-up Exams:** Unless a student has made prior arrangements with me, furnishing appropriate documentation, make-ups are not permitted. Being absent from class is not a valid excuse for missing an exam.

**Classroom Etiquette:** The classroom is a place for the sharing of ideas in an atmosphere of mutual respect for differences of experience and opinion. To maintain attention in class, please turn off all cell phones and beepers. Unless I have been notified in advance, leaving the classroom before the end of class is prohibited. Students who do so will be marked absent.

**Plagiarism, Cheating and Computer Usage and Piracy:** Any student determined to have violated these policies as defined in The Net, will automatically fail the class. His/her name will be immediately given to the Office of the Academic Dean.

**Course Structure:** This class will be structured as follows: A topic will be introduced by lecture, followed by readings, a film and group discussion. Study questions relating to the readings and films will be posted on Blackboard when a new topic is introduced. Initially students will be called on in succession when discussing the readings.

**Grading System:**

- A 96-100 Outstanding
- C+ 77-79 Average
- A- 90-95 Excellent
- C 74-76 Satisfactory
- B+ 87-89 Very Good
- D+ 66-69 Poor but Passing
- B 84-86 Good
- D 60-65 Minimum for Passing
- B- 80-83 Above Average
- F 0-59 Failure

**Grades:** Your final grade will be based on the following percentages:

- Attendance/Participation 10%
- Journal 40%
- Interview Paper 10%
- Midterm Exam 20%
- Final Exam 20%

**Course Requirements:**

1. Attendance is mandatory. Attendance will be taken each class session. Students must also notify me ahead of time if they need to leave class early.
2. Read the assigned material and be prepared for class discussions.
3. Active participation in class discussions. Class discussion is the lifeblood of this class. Students must come to class prepared to express their ideas.
4. Attendance at a Women’s Studies event in March
5. Leadership of one discussion group
6. Journal writing weekly
7. Interview paper
8. Take home midterm exam
9. Final Exam

Topic Outline: This is not a weekly outline.

I. **Topic One: Introduction to Women’s Studies**
   Read: Images and Realities, Introduction and Part I, chapters 1, 2, 3, one more of your choice

**Topic Two: The History of Feminism**

**Topic Three: Constructing Gender: Culture**
Read: Images and Realities, Part II, pp, 45-69
Group 1 Discussion
Film: The Gender Tango

**Topic Four: Constructing/Learning Gender: Socialization**
Read: Images and Realities, Part II, pp, 70-114, 243-275
Film: Dreamworlds III

**Topic Five: Gender Violence**
Read: Images and Realities, Part VII
Group 2: Discussion
Film: War Zone
Guest Speaker

**Topic Six: Gender and the Workplace**
Read: Images and Realities, pp. 179-212
Group 3: Discussion
Guest Speaker: Alan Serrins (subjects: sex discrimination and sexual harassment)

**Topic Seven: Gender and Body Image**
Read: Images and Realities, Part III
Group 4: Discussion
Film: Beauty Mark/Playing Fair

**Topic Eight: Women’s Health**
Read: Images and Realities, Part V
Group 5: Presentation
Film: Warrior Marks

**Topic Nine: Divisions and Connections**
Read: Images and Realities, Part VI

Discussion of Untold Story Papers
Interview Paper

In this paper you will be asked to interview and write a narrative or untold story about a woman who is different from you in some fundamental way. Difference may include race/ethnicity, social class, age/generation, sexual orientation, physical challenges, career choice etc. The purpose of the paper is to explore how gender braids with other social categories to create different women’s experiences. Your paper should not only present information from the interview, but should also include your analysis and reactions to the interview using the concepts and topics discussed in class. The quality of your writing counts in the evaluation of your grade. Incomplete sentences, poor grammar, spelling errors etc. will detract from good interview content. The due date for this paper will be toward the end of the semester. You will need time to prepare for the selection of an appropriate respondent, the preparation of appropriate questions, scheduling time for the interview, familiarity with and understanding of the concepts and issues to be discussed in the paper. At mid-semester I will ask you to name the person and to furnish a preliminary list of questions as a journal entry. I will offer comments and additional questions. Do not put the paper off until the last week of classes. If you are having problems with it come to see me well ahead of the due date.

Women’s History Month Activity

March is Women’s History Month. You will be responsible for attending an event during this month on campus. If at all possible we will attend one event as a class. As one of your journal entries, write 1-2 pages about this event. Describe the event, give your reaction, and evaluate what you learned highlighting what was most interesting to you. Relate the content/format of the event to the topics, issues and readings we have been discussing. Be prepared to discuss these responses in class.

Journal Guidelines

Purpose: Your journal entries should create a record of your thoughts, feelings, and responses to the topics, readings and films covered in class. The entries should also disclose your developing thoughts and concerns relating to questions and issues regarding women’s studies, gender, feminism, and how gender braids with race, age, sexuality and social class.

Content: Throughout this class you will encounter a multiplicity of voices, ideas, and perspectives in your readings, in the films and in class discussions. Your journal entries give you the opportunity to express your own thoughts, feelings, reactions, opinions and questions on the topics, theories, and experiences raised in class. The thoughts, questions, and ruminations you include in your journal will demonstrate your engagement with the assigned readings, women’s history month activity, films and discussions. Your entries should explore and expand on the issues being raised in class. You will be asked to share your journal when requested. If there is private subject matter that you do not wish to be revealed, that request should be made known to me ahead of time either in your journal or personally and will be respected.

Format: It is important to demonstrate in your journal that you are keeping up with the readings and taking notes on the films and what is discussed in class. At the top of the page put your name, the date, the title and author of the reading or the lecture topic or issue raised in class discussion. Indicate exactly what it is in the text that you are responding to. You will need to copy at least two (2) quotations from each reading, interpret what it says in your own words and give a response. Therefore, for each reading there will be two typed pages. Always give citation information (author’s last name: page number) using parenthetical referencing style. The same format applies to films or guest speakers: quotations,
interpretation and response. Include your impressions, reactions, opinions, questioning and attempts to answer your own questions. This means writing about what is unresolved for you along with what you feel sure of. A journal full of summaries and first impressions is not enough. Reading, writing and thinking involve struggle. Do the struggling on the page in your writing. If you are not struggling then you are probably just skimming the surface of the complex issues raised. You may also write about what is happening to you as a reader and writer. Be mindful of the way critical reading and writing tends to stir up emotions and write about this if/when it happens.

Journal Requirements and Evaluation:
1. Journal entries will be assigned on Monday, collected after class on Thursday and returned on the following Monday. If you do not do a journal, you will not pass the course. At the end of the term the journal must be complete. One incomplete week will result in a C and two incomplete weeks will result in an F.
2. Please include your name, the date and the topic at the top of each entry.
3. You must write at least one full page in length per entry and two per reading. Use the quotation, interpretation and response format.
4. You must include an entry for each film, each discussion group, guest speaker and the Women’s History Month event.
5. You must present your journal upon the request of the instructor.
6. Use parenthetical referencing when citing a quotation from a reading including (author’s last name, page number). If you wish to quote a student from class, a group discussion, guest speaker please include her/his name in parentheses. Citing or acknowledging the source of ideas that are not your known avoids plagiarism.
7. You must demonstrate that you are critically thinking about the readings and issues discussed in class. Simple paraphrases or summaries of these are not sufficient.
8. Grading: I will tell you if your work is: 1) excellent=A 2) acceptable=C; 3) redo=F. When I hand back a journal entry marked “redo,” I will expect you to redo it by the next Thursday in addition to whatever else is assigned for that class.

Discussion Groups

Format: These discussion groups are times when students discuss focus specific topics among themselves without my involvement. Each group will consist of 2-4 members depending on enrollment. Each group must meet once before its assigned date to organize the presentation of material and discussion. Other communications may occur by e-mail. Groups that do not meet cannot achieve the organization necessary for a successful presentation or class discussion. My role in these groups should be minimal to none. I am there but only to observe, take notes and serve as a safety net. This is a structured time for students to talk with and learn from one another. Try to be creative in presenting the material and engaging the class. Participation from every person in the class is mandatory during presentations.

On your group’s assigned date, the class will be seated in a circle. Each member of the group will make opening statements about their aspect of the topic. Each member should speak (not read) for about five minutes about the topic without input from the rest of the class. After this the members of the group will invite participation from the rest of the class. Group members should be sensitive to the fact that some students are more comfortable expressing themselves verbally than others. Since all students will assume the roles of group participant and class participant, each group member should strive for an atmosphere where positive exchanges of ideas can take place. This does not mean difficult issues are to be avoided. Classrooms are one of the few public spaces where discussion of difficult issues can and should take place. Rather it means listening carefully, respecting one another’s differing perspectives and cultures, paraphrasing one another’s ideas fairly and honestly and asking for clarification when you do not fully understand what is being said. Present your own opinions, answers, and insights with clarity and maturity.
Respect the confidentiality of students who reveal personal information. The students leading the discussion will describe their meeting and evaluate the strengths and weaknesses of the class discussion in their journals. Those participating will select three issues to write about in their journals.

Discussion Group Topics:

1) **Group #1: Constructing Gender: Culture**
How are the biological sexual differences between masculine and feminine given cultural meaning (gender) by your ethnic or religious group? Group 1 will consider the ways in which gender is constructed by focusing on how their particular subcultural, ethnic or religious group defines appropriate feminine and masculine behavior. What are the cultural criteria for achieving successful manhood and womanhood (i.e., work, parenthood)? What are the important markers or rites of passage into adolescence, adult manhood and womanhood? How is appropriate masculinity and femininity expressed verbally and nonverbally (i.e., body language, clothing, displays of affection, emotions)? How much masculine behavior is acceptable for a girl/woman and how much feminine behavior is acceptable for a boy/man? Should one gender have more power than the other?

2) **Group #2: Constructing Gender: Socialization**
This group will consider what they have learned about gender identity from their families and friends. They should include information about the division of household tasks (who does what kinds of work in your family?). How did your kinship group shape your gender identity in terms of toys, dress, chores, sports, and expectations. Who does the kin-work? Who does the care-taking work? What kinds of generational changes have occurred in your families? What is your vision of the family including membership, gender roles, functions? To what extent does your family’s construction of gender identity and roles differ from that of your peers/friends? What is your criteria for same-sex friendships and opposite sex friendships?

3) **Group #3: Gender and Women’s Bodies**
This group will consider two issues: 1) How does the media construct women’s bodies and sexuality? This group will collect images representing the construction of feminine beauty and sexuality for the class to illustrate the issues discussed in the reading and video. What messages about beauty and sexuality are conveyed in these images? What effects do unreal images of beauty have on women’s sense of self? 2) Human sexuality varies across cultural space and historical time. How does your subcultural group define sexual scripts for women and men? To what extent does homophobia or bias against homosexuality define these scripts? What information about sexuality did you learn from your family? From your peers? From the media? Women: how was your first menstruation recognized and what did it signify in terms of your gender identity and sexual script?

4. **Group #4: Constructing Gender in the Workplace**
Title VII and Title IX have opened many doors for women. This group will consider the cultural criteria for distinguishing between masculine and feminine waged and unwaged work? Why is feminine work still devalued? Why does the gap between the earnings of men and women persist? What are the ways that men still block women’s full integration into the workforce? Why do men still resist women’s full integration into the workforce? Why is sexual harassment a persistent problem in the workplace? Why are pregnancy and motherhood persistent problems for women in the workplace?

5. **Group #5: Gender Violence**
The statistics relating to male violence against women are staggering. This group will consider how the cultural construction of masculinity and femininity is linked to male violence toward women and homosexuals? How does our society eroticize power and violence? How does our society and your ethnic group link sexuality with male domination and female subordination? What changes in the construction of
masculinity need to be made to reduce gender violence? How do we re-socialize boys and girls to reduce violent acts against women?

6. **Group #6: Healthcare Issues:**
The ways women’s bodies are perceived, represented and depicted powerfully influences women’s health. This group will discuss the key healthcare issues confronting women in this country and around the world. They should include reproductive health and freedom, AIDS, substance abuse, mental health (depression), diet and eating disorders, cancer (breast, ovarian, cervical, uterine), aging (youth obsession, menopause).

7. Discussion of Untold Story papers to highlight the similarities and differences in women’s experiences.
Appendix 6:

Grading Rubric for A Woman’s Untold Story Paper

1) **Content-Completeness**: This interview paper is a test of your comprehension of the social constructions of gender, how gender braids with class, race/ethnicity, sexual orientation etc, and the gender-related issues covered in class, readings and videos. Clearly discuss all concepts and questions. Do not leave any required material out of the paper. Demonstrate that you take notes in class and that you are reading. 2) **Content-Comprehension**: How well do you understand gender-related issues? How well do you apply them to the analysis of another woman’s life that is different from your own? 3) **Critical Thinking**: How well do you evaluate the ways gender braid with different life experiences? 4) **Writing Skills**: paragraph and sentence construction, Standard English grammar and spelling. Do not hand in a paper that is not proof-read.

I. **A, A-**: Content: All required concepts are defined and applied and all required questions are addressed. Interview questions were handed in on time and constructed to reflect issues discussed in class and readings. Analysis is thoughtful showing critical thinking. Writing: introduction provides clear thesis, paragraphs and sentences well constructed, logical flow of ideas, standard English grammar, spell-checked, conclusion draws paper to a close.

II. **B+, B, B-**: Content: Most of the concepts are defined, most of the questions are answered. Analysis shows critical thinking. Writing: an A paper in content can lose points by poor writing.

III. **C+, C, C-**: Content: Most of the concepts and questions are present but the analysis is weak. Writing: revisions needed

IV. **D, F**: too much content is missing to pass