

**Pittsburg State University  
College of Arts and Sciences  
Women's and Gender Studies  
WGS 200-01 Introduction to Women's Studies  
Delivery Method: Face-to-Face**

**Course Intended for Partial Fulfillment of the Pitt State Pathway Curriculum**

**Faculty**

**Instructor: Allison Blevins**

**(\*Aligned by Browyn K. Conrad)**

**Office Hours: by appointment**

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**Meeting Time:**

**Course Format:**

**Semester:**

**Course Description**

Introduction to Women's Studies uses a multi-disciplinary approach to focus on women's lives and experiences to investigate connections between gender and race, class, nationality, sexuality, and cultural differences. As an academic manifestation of feminism, women's studies offers a range of perspectives but focuses, in general, on understanding the sources of women's oppression in order to eliminate these sources. In this course, we will explore the experiences, perspectives, and representations of women and the ways that their lives have been shaped by structures of gender inequality. This is a class that introduces definitions of "feminism" and "women's studies."

**Course Format**

This will be largely a discussion-based class. Be prepared to take more initiative in joining the classroom discussion than you have in your other classes. This is not optional or recommended but essential and required. We must all take responsibility for the activity of learning.

This class will blend multiple learning environments. We will complete our discussions face-to-face, but all of your work outside the classroom will be submitted on Canvas. This work will include feedback on other students' drafts. Be prepared to check-in on Canvas regularly.

**\*\*Based on a prior semester and format; dates, times, and policies to be adjusted as required.**

## Women's and Gender Studies at PSU

Minor in Women's and Gender Studies: The Women's and Gender Studies minor involves twenty-one credit hours, including a six credit hour core emphasizing collaborative learning and critical thinking in global, activist, and feminist contexts. The minor complements a wide variety of majors, including Business, English, Communication, Education, Family and Consumer Sciences, History, Justice Studies, Psychology, and Sociology, and it is an excellent preparation for careers in the non-profit sector or in private sector fields such as human resources, marketing, management, education, and law.

Minor Requirements: Twenty-one credit hours, including a six credit hour core (WGS 200 and 399), and 15 hours in Women's and Gender Studies electives. Electives are cross-listed with course offerings from other departments, such as History, Communication, Psychology, English, and Family and Consumer Sciences.

Minor in Women's Health: The minor in Women's Health involve a 20-credit hour core (WGS 200, WGS399, and NURS 300) and 12 additional hours of electives from other departments such as Psychology, Health and Human Recreation and Family and Consumer Science.

Certificate Requirements: Fifteen credit hours, including a six credit hour core (WGS 200 and 399), and nine additional credit hours of any other undergraduate course approved for Women's and Gender Studies credit.

### PITT STATE PATHWAY

#### MISSION STATEMENT

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

#### PITT PATHWAY ELEMENTS: COURSE OUTCOME

- Learning Outcome: Students will explore global systems conscientiously.

## **ESSENTIAL STUDIES ELEMENT: HUMAN SYSTEMS WITHIN A GLOBAL CONTEXT**

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

*Introduction to Women's Studies* is an interdisciplinary survey that focuses on women's lives and experiences to investigate connections between gender and race, class, nationality, sexuality, and other cultural differences. It explores patriarchy as an autonomous social system that interconnects with economic, political, and other human systems in ways that remain consequential for women. Reflecting on personal experience, and through critical discussion that understands patriarchal systems in various contexts, students learn to connect the personal to the political and are motivated to become agents for change.

Upon completion of this course, students will accomplish the following:

- Explains human organizational systems using a variety of disciplinary and interdisciplinary perspectives (**Milestone I**)

**METHODS OF ASSESSMENT:** To assess the chosen level of student learning (**Milestone I**), students will complete a mid-term, a final exam, and a final paper, in which they explain patriarchal systems using interdisciplinary feminist perspectives.

## **COMPANION ELEMENT: SOCIAL RESPONSIBILITY WITHIN A GLOBAL CONTEXT**

Social responsibility within a global context is the ability to recognize one's accountability to society – locally, nationally, and globally. This incorporates the importance of active citizenship through the application of concepts such as equity, inclusiveness, collaboration, and building constituency in government, civic institutions, business, and community at large.

Competency in this element means:

- *Applying* the concepts associated with active, responsible citizenship;
- *Analyzing* the ethical, social, and environmental consequences of local, national, and global organizations;
- *Analyzing* the historical consequences of local or national decisions on global systems.

Upon completion of this course, students will accomplish the following:

- Explains the roles and responsibilities of citizens at all levels (**Milestone I**).

**METHODS OF ASSESSMENT:** To assess the chosen level of student learning (**Milestone I**), students will complete an activism project linked to a final paper in which they describe sources of women's oppression and effective activism to generate positive change.

**Other Outcomes (Kansas Board of Regents Core Outcomes, [FY 2016-17 KCOG Report](#)):**

Upon completion of this course, students will:

- Critically analyze the ways gender intersects with race, ethnicity, sexuality, class and other power hierarchies at local, national and global levels.
- Assess the roles biology and social construction play in shaping gender and sexuality.
- Identify sources of oppression and effective activism to generate change.
- Apply an interdisciplinary approach and key concepts to analyze gender in critical discussion and writing.
- Reflect on personal experience considering the diversity of women's lives and draw connections between the personal and the political.

**Course (Catalog) Description:** Interdisciplinary survey focuses on women's lives and experiences to investigate connections between gender and race, class, nationality, sexuality, and other cultural differences.

**Pre-Requisite:** None

**Important University Policies:**

**Weapons and Concealed Carry Policies**

Read about the PSU weapons policy at the current [Syllabus Supplement](#). Students who do not conceal weapons properly will be reported to the PSU police.

**Syllabus Supplement**

Students should consult the [Syllabus Supplement](#) more for information on university policies.

**ADA Statement**

Any student who, because of a disabling condition, may require some special arrangements to meet course requirements should contact the Director of the Center for Student Accommodations at 620-235-6584. See the current [Syllabus Supplement](#) for more information.

## **Academic Integrity Policy**

You are strongly encouraged to view the full university policy on Academic Integrity available via the current [Syllabus Supplement](#). You are expected to give and receive help in this class, but all written work must be your own. If you plagiarize, in whole or in part, from the library, Internet, field sources, from other student's essays, or if you fail to document properly, the minimum penalty is a 0 for the assignment. You could also receive an F for the course, be placed on academic probation, or be dismissed. If you have any questions about plagiarism, ask.

## **Required Texts and Materials**

1. Shaw and Lee: *Women's Voices, Feminist Visions*, 6th edition
2. You will occasionally be responsible for printing from internet sources.
3. You need a Netflix instant streaming account or the ability to rent/find several movies and documentaries.

## **Course Requirements**

1. Participation - 50 points or 25%  
Class meets 24 times. Each class period is worth 2 points.
2. Activism Project - 55 points or 27%  
9/17 Project Proposal - 10 points  
10/15 Project Midway Check-in - 10 points  
11/21 Project and Presentation - 35 points
3. Written Work - 95 points or 48%  
10/29 Paper Rough Draft and Peer Reviews - 15 points  
11/26 Paper - 25 points  
10/3 Product Review - 5 points  
10/10 Midterm Exam - 25 points  
12/10 Final Exam - 25 points

## **Grading Policy**

1. This class is graded using the following scale based on total semester points:  
A (90-100%)  
B (80-89%)  
C (70-79%)  
D (60-69%)  
and F (59% or less)

In case of grade appeals, students are responsible for saving all graded work.

### Midterm and Final

You will be tested not only over the reading and videos but also over information presented in class, whether through presentation, lecture, video, or any other media. The final will be comprehensive and cover material presented throughout the semester. Both exams will be completed at home and turned in on Canvas. Both exams will require some research and reference to materials we have worked with over the semester.

### Activism Project

Feminism is not just about ideas, it is about working with ideas. This project is designed to provide you with an outlet to practice what you have learned in class. This project will show you that you are capable of interacting with systems to affect change. A major goal of your project is for you to become an agent for change. This project is ongoing and culminates with a paper and presentation.

### Participation

I expect you to be able to actively participate in every class discussion. As you read, you need to write down questions you are interested in discussing, problems you have with the reading, and issues you want to cover in class. I expect you to engage with the material outside of class.

You should bring 5 typed discussion questions with you to class each day. I will randomly collect these questions for participation points. The questions should help lead the class to a deeper understanding of the material.

Points will be assigned at the beginning of class time. If you are late, you will not receive points unless you contact me via canvas on the same day you were late to notify me that you were in class (but late). I will not remind you. This is your responsibility. If you are late, you will only receive 1/2 points. If you are late more than 3 times, you will stop receiving points when you are late.

### **Other Course Policies**

#### Attendance Policy

1. You don't need to notify me if you will be absent — whether expected or unexpected. I don't need to know why you are absent, and you don't have to apologize for missing class. Your priorities are your business, but please use your absences wisely.
2. Please ask your peers for the notes from class on the days you were absent.
3. Tardiness - Please do not arrive late to class.
4. Excessive absences (4 or more) are grounds for being dropped from the class.

#### Canceling Class

If the university closes because of inclement weather, you will be notified by the university. If I need to cancel class, you will receive an email from me.

### Community Involvement

You are encouraged to attend women centered events over the course of the semester. The event may be one of many cultural or educational events on campus or off that feature women in positive ways. I'll announce possibilities in class.

You should also log onto Facebook and "like" the Women's and Gender Studies program page. The page can be found here: <https://www.facebook.com/pages/Womens-Studies-Program-Pittsburg-State-University/269329289781490>.

### Courtesy

1. Be on time. Bring your materials to class and use them. Do the reading.
2. Disruptive or inappropriate behavior can be a cause for dismissal from this course; except in the egregious cases, you will receive a warning.
3. Turn off your cell phones. Do not send or read text messages during class time. If your phone rings or you are texting during class, I may ask you to leave, and you will be counted as absent for the day.
4. Do not use your computer during class time. Do not use a Kindle, ipod, ipad, or any electronic device during class time. I expect you to work from paper copies of internet material during class time.
5. Do not use electronic cigarettes during class.

### Extra Credit

You may earn up to 10 extra credit points. You can do extra community involvement activities. You can read any article from the textbook that we do not read for class and write a summary and response. Other opportunities for extra credit will be announced throughout the semester.

### Fair Warning

Some of you may experience more than one uncomfortable moment in this class. We'll be watching some graphic videos. Some strong-held opinions and beliefs may be challenged. We may discuss subjects you'd rather not think about. You'll be expected to do a fair amount of work.

### Late Work Policy

All assignments must be handed in by the due date and time. I do not accept late work. No exceptions will be made to this policy for any reason.

## Course Outline and Content

The syllabus and schedule are subject to change at instructor's discretion.

### Week 1

#### **Monday 8/20 - Introduction to the Course**

Tasks for today:

1. Women's Studies quiz in class.
2. Discuss the syllabus and schedule.
3. Discuss Canvas.
4. Print the schedule.

#### **Wednesday 8/22 - Women's Studies**

Reading for today's discussion: Chapter 1 (1-27), "A Day Without Feminism" (34-37), and "Fear of Feminism" (717-720).

Tasks for today:

1. Look over the directions for the project and paper.

### Week 2

#### **Monday 8/27 - Systems of Privilege and Inequality**

Reading for today's discussion: "Toward a New Vision" (72-79), "White Privilege and Male Privilege" (86-93), "Opening Pandora's Box" (95-99), "Tired of Playing Monopoly" and "I'm Not Political" (on Canvas)

#### **Wednesday 8/29 - Gender**

Reading for today's discussion: "The Five Sexes, Revisited" (136-140), "The Social Construction of Gender" (141-143), and "Unraveling Hardwiring" (144-149).

### Week 3

#### **Monday 9/3 - Labor Day**

#### **Wednesday 9/5 - Masculinity**

Reading for today's discussion: "If Men Could Menstruate" (209- 210), "Feminist Men" (715-717), and "Butch is Beautiful: Exploring Female Masculinity in Photos" (on Canvas). Watch the videos *American Male* (on Canvas) and *The Mask You Live In* (on Netflix).



## Week 4

### **Monday 9/10 - Race**

Reading for today's discussion: "There is No Hierarchy of Oppression" (85-86), "Through the Lens of Race" (160-169), and "How Women's Studies Erased Black Women" (on Canvas).

Watch *White Like Me* (on Canvas).

### **Wednesday 9/12 - LGBT Issues**

Reading for today's discussion: "Cisgender Privilege" (93-95), "Bodies and Bathrooms" (245-246), "Equality's Brutal Backlash" (579), and "Homophobia" (on Canvas).

Watch *Headspace* and *When We Rise* (on Canvas).

## **Week 5**

### **Monday 9/17 - Sex, Power, and Intimacy**

Reading for today's discussion: "The Cult of Virginity" (334-338) and "Lusting for Freedom" (on Canvas).

Tasks for today:

1. Activism project proposal due by 11:59 PM.

### **Wednesday 9/19 - The Body**

Reading for today's discussion: "Breast Buds and the 'Training' Bra" (205-209), "Beating Anorexia and Gaining Feminism" (211-213) and "Is Fat a Feminist Issue?" (233-241). Watch *The Menstruation Story* (on Canvas) and *To the Bone* (on Netflix).

## Week 6

### **Monday 9/24 - Health and the Environment**

Reading for today's discussion: "Color Me Nontoxic" (522-523), "Virtuous Valentine?" (524-525), "Principles of Environmental Justice" (709-710), "Fracking Is a Feminist Issue" (720-722), and "Ecofeminism" (on Canvas). Watch *The Story of Cosmetics* and *Toxic Baby* (on Canvas).

### **Wednesday 9/26 - Health and Reproductive Justice**

Reading for today's discussion: "Think Before You Pink Toolkit" (on Canvas). Watch *PinkRibbons, Inc* (on Canvas).

Tasks for today:

1. Begin working on your product review report.

### Week 7

#### **Monday 10/1 - Health and Reproductive Justice**

Reading for today's discussion: "Freedom to Choose?" (424-431). Look at the 1-in-3 website (on Canvas). Watch *Trapped* (on Netflix).

#### **Wednesday 10/3 - Health and Reproductive Justice**

Reading for today's discussion: "What Does Feminism Have To Do With Breastfeeding?" (on Canvas). Watch *The Business of Being Born* (on Canvas) and *Breastmilk* (available to rent on Amazon).

Tasks for today:

1. Product review report is due at 11:59 PM.

#### **Monday 10/8 - Marriage**

Reading for today's discussion: "Marriage and Love" (452-454), "Who Wants to Marry a Feminist" (454-456), "Marriage Equality" (459-464), and "Why I Want A Wife" (on Canvas)

Tasks for today:

1. Begin working on the midterm. The midterm is due in 1 week.

#### **Wednesday 10/10 - Work day**

Tasks for today:

1. Midterm is due by 11:59 PM.

### Week 9

#### **Monday 10/15 - Housework**

Reading for today's discussion: "Will Marriage Equality Lead to Equal Sharing of Housework?" (500-503), "The Triumph of the Working Mother" (515-517), and "Maid to Order" (517-522).

Tasks for today:

1. Your activism project midway report due by 11:59 PM.

#### **Wednesday 10/17 - Violence**

Reading for today's discussion: "Sex Trafficking in the U.S." (568-571) and "Betrayed by the Angel" (571-574). Watch the "Tea Video" and "Our Story of Rape and Reconciliation" (on Canvas) and *The Hunting Ground* (on Netflix).

### Week 10

#### **Monday 10/22 - State, Law, and Social Policy**

Reading for today's discussion: "Lullabies Behind Bars" (466-467), "Delinquent Girls" (624-628), and "She Who Believes in Freedom" (on Canvas). Watch *13th* and *After Innocence* (on Netflix).

#### **Wednesday 10/24 - State, Law, and Social Policy**

Reading for today's discussion: "Too Poor to Parent" (617-619) and "What This Nation Really Thinks of Motherhood: Welfare Reform" (on Canvas). Watch *Welfare* (on Canvas) and *Requiem for the American Dream* (on Netflix).

#### **Monday 10/29 - Religion**

Reading for today's discussion: "The Prophet's Daughters" (666-669), "Feminist Questions of Christianity" (673-681), and "The Non-Religious Patriarchy" (682-689).

Tasks for today:

1. Sign-up for a conference. The sign-up sheet is posted on my office door.
2. Your paper rough draft due by 11:59 PM. You need to complete 2 peer reviews by Wednesday at 11:59 PM. Rough drafts will be randomly assigned to you.

#### **Wednesday 10/31 - Halloween**

Tasks for today:

1. Your peer reviews over the paper rough draft are due by 11:59 PM.

### Week 12

#### **Monday 11/5 - Conferences**

#### **Wednesday 11/7 - Conferences**

### Week 13

#### **Monday 11/12 - Mother Culture**

Watch *Miss Representation* in class.

#### **Wednesday 11/14- Mother Culture**

Reading for today's discussion: "Enlightened Sexism" (283-287) and "Vampires and Vixens" (288-292). Watch Killing Us Softly (on Canvas).

Week 14

**Monday 11/19 - Conferences**

**Wednesday 11/21 - Thanksgiving Break**

Tasks for today:

1. Presentation due by 11:59 PM.

Week 15

**Monday 11/26 - Presentations**

Tasks for today:

1. Paper due by 11:59 PM.
2. All extra credit is due by 11:59 PM.

**Wednesday 11/28 - Presentations**

Week 16

**Monday 12/3 - Presentations**

**Wednesday 12/5 - Presentations**

Tasks for today:

1. Begin working on the final exam.

Week 17

**Monday 12/10**

Tasks for Today

1. Final exam due by 11:59PM.

**PITT PATHWAY ASSESSMENT TOOLS**

**Sample Test Questions:**

Why has the control of women been a central component in many religions? How might women work toward reforming religion?

How does violence and the threat of violence exert social control over women? **Explain.**

**Discuss** some of the consequences our society faces because of how we view women's bodies. Does this problem require radical or liberal solutions?

**Discuss** reproductive freedom. From a feminist perspective, why is reproductive freedom essential for women? How do birth and breastfeeding fit into the conversation? **Discuss** backlash against reproductive freedom. What are the consequences of this backlash? How does this relate to the personal is political?

**Discuss** the problem with masculinity in our culture. How might feminism benefit men?

How do LGBT people disrupt our notions of sex and gender? **Discuss** how this disruption might be beneficial for feminist goals.

Define and **explain** the significance of the concept "the myth of meritocracy" or "the bootstrap myth." How does the bootstrap myth work with privilege to keep certain groups oppressed? How does the feminist claim that the personal is political relate to these two concepts?

#### Assessment Rubric

Interdisciplinary Systems Analysis	Exceeds Expectations	Meets Expectations	Below Expectations	No Data/NA
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#### Activism Project Directions

Feminism is not just about ideas, it is about working with ideas. This project is designed to provide you with an outlet to practice what you have learned in class. **The most important goal of this project is to make a connection between *theory* (what we think), *practice* (what we do), and *reflection* (how our experiences impact what we know).**

**It is my hope that this project will show you that you are capable of interacting with systems to effect change. A major goal of your project is for you to become an agent for change. Activism is about more than volunteerism. Your project should push you to develop ideas that could lead to social or political change. Try to think about this project in terms of leaving a legacy beyond the**

semester. Although you may not continue to work on your project, the impact of the project should live on after you've finished working on it.

I believe that working in groups encourages the feminist goal of collaboration and exposes you to diversity. I suggest that you collaborate on a project. This is not a requirement. Please do not include more than 4 people per group. Make absolutely sure you don't work on a collaborative project unless you believe in it. If you work with a group, you are still responsible for each portion of the project as an individual.

**Start by identifying an issue you are interested in that has serious consequences for women's lives**, for example: economic status (women's poverty, single parenting, sweatshop labor), violence (rape, sexual harassment), reproduction (sex education, contraceptives, abortion), war (women as refugees), or the environment (effects on health).

**You will educate yourself (research component) about an issue that affects women's lives and take a public action designed to make a difference. You might organize a protest or rally, circulate and deliver an online petition, organize an event, work with an organization you are interested in, or organize a letter writing campaign.** These ideas are merely suggestions. There are an infinite number of ways to be an activist, and I don't want to limit your possibilities. There are three caveats: 1. You cannot do anything illegal. 2. Your project must have a benefit to women's lives. 3. Flyers, posters, or handouts may be part of a project but will not count as an entire project. Chronicle every step you take. You must prove that you actually did the work. This project is ongoing and will probably take the entire semester to complete. You should begin work on your project immediately.

### Activism Project Proposal Post

Start by doing a little research. The book *Grassroots: A Field Guide for Feminist Activism* is on reserve in the library. This would be an excellent place to start. You should spend a little time on the internet familiarizing yourself with issues related to your proposed topic.

Your post should do the following:

1. Explain what you already know about the topic, how it affects women's lives, and why you are personally interested.
2. Lay out a rough outline of the steps and resources needed to complete the project.
3. Explain what might be difficult about the project.
4. Discuss how you will prove you completed the project.
5. Discuss the topic, problem, and solutions for your paper. Lay out a rough thesis.

### Activism Project Midway Check-In

This post is an update on your project's progress so far.

Your post should:

1. Spend some time discussing your research. Where have you looked for sources? Where do you plan to look? Who have you interviewed or who do you plan on interviewing? What problems have you encountered while researching?
2. Spend some time discussing what work you've completed on your project, what work you have left to do, what problems you've encountered, and what help you might need.
3. Spend some time discussing your paper.

### Activism Project

Your project will be graded on how well it meets the objectives of the assignment. Does it make a connection between theory and practice? Have you become an agent for change? Have you left a legacy beyond this class? Is the project interesting, innovative, and meaningful? Make sure you ask yourself these questions as you progress through the process.

You must present credible proof of having **completed** the project in your presentation in order to receive points for the project. Photos or video are strongly recommended. You will receive a 0 for the project if proof is not included.

### Activism Project Presentation

Your presentation should present your project to the class and share with them what you have learned about activism. Your presentation should be about 5 minutes long.

You are encouraged to illustrate the nature of your research and findings through visuals like photos or video. You should use Prezi or PowerPoint to organize your presentation.

In order to receive a grade for the project, you must present credible evidence of having completed the work. Make sure you include documented proof in your presentation.

Your presentation should explain:

1. How you educated yourself.
2. What you learned.
3. How you decided what actions to take.
4. Exactly what you did.
5. How what you did affected you.
6. How you contributed to the public good.

### Activism Project Paper

Your essay will examine a part of the problem addressed by your project and offer at least 2 solutions (1 radical and 1 liberal). You must examine why the issue is a problem and offer

reasoned solutions to the problem. Your essay should not need to reference the project or assignment.

Your essay should be argumentative, and you will need to collect sources to support your argument. No more than half of your sources should be from the internet. I expect to see you using books, journals, and magazine articles. These traditionally paper sources may come from research done online and may even be full online text. I just don't want all of your sources to be websites. Remember, your paper must pass the "so what" test. This is not a report or an informational paper.

### Rough Draft

Your rough draft should be a minimum of 2 pages long. I want to see you using at least 1 source, so I can give you feedback on MLA. The more complete your rough draft, the more I can help you.

Your essay must be formatted according to MLA standards. You must use in-text parenthetical citation and include a works cited. Your works cited is not included in the page length requirement.

Your essay should utilize quotation, paraphrase, and summary, but it should contain mainly your ideas. Remember that your voice must dominate the essay. Your introduction, thesis, topic sentences, and conclusion should be written in YOUR words and should contain YOUR ideas.

You should proofread your essay for grammatical errors, punctuation errors, and spelling mistakes.

### Peer Review

You should make line-by-line comments on your assigned papers using the editing tools at the top of the paper. You need to fill out the rubric and also comment in the comments box. Your comments in the box should be about 1 paragraph long for each of the two papers you review. This is formal writing. You need to address the subjects in the rubric.

Does the writer have a strong thesis? Why or why not? Do they have solid main points? Are there any points they have missed? Is the paper logically organized? Are there grammar, punctuation, or MLA problems? You need to provide helpful criticism for the writer. How can they improve their paper?

### Essay

Your paper should be about 4 pages long (not including the works cited). I expect to see a minimum of 4 sources used in the final essay.



Your essay must be formatted according to MLA standards. You must use in-text parenthetical citation and include a works cited. Your works cited is not included in the page length requirement.

Your essay should utilize quotation, paraphrase, and summary, but it should contain mainly your ideas. Remember that your voice must dominate the essay. Your introduction, thesis, topic sentences, and conclusion should be written in YOUR words and should contain YOUR ideas.

You should proofread your essay for grammatical errors, punctuation errors, and spelling mistakes.

Here is a list of places to start if you are having trouble:

1. Third Wave Foundation - A third wave feminist organization (<http://www.thirdwavefoundation.org/>)
2. No Pretence - A feminist/anarchist website. (<http://nopretence.wordpress.com/>)
3. The book *A Girl's Guide To Taking Over the World: Writings From The Girl Zine Revolution* is on reserve in AXE library.
4. The book *Grassroots: A Field Guide for Feminist Activism* is on reserve in AXE library.
5. Check out the activism page at feminist.com. (<http://www.feminist.com/activism/>)
6. Visit the National Organization for Women website. (<http://www.now.org/>)
7. Look in your book. Each chapter includes small boxes labeled "Ideas For Activism" that might help inspire your project.