

Pittsburg State University
College of Arts and Sciences
Women's and Gender Studies
WGS 399 - Global Women's Issues
Delivery Method: Face-to-Face
Course Intended for Partial Fulfillment of the Pitt State Pathway

Faculty

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Course Time:

Office Hours:

Course Location:

Course Overview: Marilyn French (1992, *The War Against Women*, Summit Books) writes that the mistreatment of women around the world amounts to a war against women. This war is revealed in the ways the Algerian and Iranian governments legislate the veil and in the *fatwa* that required Afghani women to hide themselves under the burka. It is revealed in the views of those Turks who condone honor killings and in the selling of Nepalese girls into prostitution. In Pakistan, women who dishonor their male relatives, sometimes by being raped, may be stoned. And in Bangladesh, angry husbands may seek retribution against wives by disfiguring them with sulfuric acid. Customs that give male kin the right to eat first ensure that women all over the world go hungry every day. Many more never survive infancy. In India and China, for instance, infanticide victims are nearly always female. The global war against women can even be seen in the persistence of subtle cultural messages that reinforce male power. According to one recent U.S. TV ad, for example, "mama's got the magic of Clorox bleach," which she uses to do the laundry, while Daddy, according to another ad, enjoys a brand new fully loaded four wheel drive pick-up, which comes with a relaxing afternoon at the lake, a dozen half-naked young women, and a few coolers of beer. Such messages are just one of the many ways societies construct *a system of entitlement that privileges men* while denying women their freedom and equal worth. This course surveys the range of ways that the world's women are systematically denied access to health and legal services, educational and job opportunities, and positions of power. It explores both the ubiquity of gender inequality and the ways women have fought to eliminate it.

Course Format: Women's studies courses are different from other courses in that their objective is to *raise one's consciousness* of the myriad ways in which women are disadvantaged relative to men. The goal is to not to foster "mastery over" a body of knowledge, but to "make visible" the patterns, processes, and assumptions that promote and sustain gender inequality, with an eye toward empowerment. Given this goal, women's studies courses typically do not include lectures, exams, or other more traditional teaching methods. Instead, they are taught in a participatory format that involves open, critical dialogue. Consequently, in this course, students are encouraged to "speak from one's experience" as a means to engage others in such dialogue.

**This syllabus is based on a previous semester and (WL) format and has been modified. Dates and times are subject to future modifications as are course policies, pending legislative and other processes.

Women's and Gender Studies Minor and Certificate and Women's Health Minor: This general education course counts towards both the 21-hour *Minor in Women's and Gender Studies* and the 20-hour *Minor in Women's Health*. It also counts toward the 15-hour *Certificate in Women's Studies*, which may be earned at the undergraduate or graduate level. Unlike the minors, which are declared, the certificate requires an application. To apply, please e-mail a request to Browyn Conrad, *Director of Women's and Gender Studies*.

IKE Certificate: "This course counts towards the academic component of the IKE Certificate of International Knowledge and Experience. The IKE Certificate may be earned by students in any major. The academic component consists of five courses - two semesters of a foreign language, and three courses with international content in three different disciplines. To receive the certificate, students must also complete a second component, either by studying abroad, or by participating in co-curricular activities on campus. Completion of the IKE certificate as an undergraduate is noted on a student's PSU undergraduate transcript, although graduate students may also earn the certificate. To be added to the IKE Canvas group and start tracking your progress towards the certificate, please e-mail your GUS number in a request to ike@pittstate.edu." (Source: IKE Syllabus Blurb, by Alexandria Mott, IKE Assistant).

Certificate in Sustainability Leadership: This course counts for credit for the certificate in Sustainability Leadership. Sustainability is a broad concept incorporating global citizenship and social health, defined as the capacity of a society to endure over time, and includes a collective commitment to the achievement of equity and social and economic justice. For more information, consult the current [University Catalog](#).

Pitt State University 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 State Pathway: Course Outcome

- Learning Outcome: Students will explore global systems conscientiously.

Essential Element: Human Systems within a Global Context (within Essential Studies). 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.

In this course, students will *analyze patriarchy using interdisciplinary feminist perspectives*. As a social system or form of social organization, patriarchy interconnects with other human systems (e.g., political, economic, cultural) in complex and meaningful ways. This course explores how and why patriarchy developed, changes through time, and varies across cultures to understand the ways in which these systems, when considered within a global context, shape the lives of the world's women.

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.

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

1. Analyzes human organizational systems using a variety of disciplinary and interdisciplinary perspectives (**Milestone II**).
2. Analyzes the structure of patriarchy in terms of its components.
3. Analyzes the global scope and impact of patriarchy as it relates to the status of the world's women.
4. Applies interdisciplinary perspectives to analyze the ways in which individuals reproduce patriarchal relations at local, national, and global levels.
5. Analyzes the ways in which patriarchy is linked to other systems of inequality based on factors such as race, ethnicity, class, sexuality, and nation.
6. Applies feminist perspectives to promote gender equity and generate positive change.

Global Women's Issues is also centrally concerned with aspects of human diversity and uses intersectional frameworks to promote critical thinking and foster social change. The course is approved for the:

Companion Element: Diverse Perspectives within a Global Context. Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding.

Competency in this element means:

- *Applying* multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- *Analyzing* connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
- *Analyzing* issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

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

1. Analyzes the role of multiple worldviews and power structures in addressing significant global problems (**Milestone II**).
2. Analyzes global women's issues in terms of multiple, intersecting dimensions of difference (i.e., gender, race, ethnicity, sexuality, ability, age and nation).
3. Understands the intersections between socio-cultural difference and identity and the benefits of gender equity, women's movements and women's empowerment to sustainable communities.

Course (Catalog) Description: Interdisciplinary examination of feminist theory and global women's issues.

Pre-Requisite: None

Course Materials: The following materials are *required* for this course. The books are available for purchase at the PSU campus bookstore.

1. Burn, Shawn Meghan. 2017. *Woman Across Cultures: A Global Perspective*. 4th Edition. New York: McGraw-Hill.
 2. Xanadu Course Reader (referred to hereafter as *Reader*).
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Methods of Assessment: This course includes a number of requirements that emphasize critical reading and thinking skills, thoughtful discussion strategies, collective learning tactics, and research and writing competence. Writing is figured prominently.

1000 points are possible for the course, with grades earned according to the following scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

Pitt Pathway: Assessment Tools

To assess the chosen level of student learning in the Pitt State Pathway on the above Essential Studies and Companion Elements in partial fulfillment of the learning outcome (Milestone II), the student will:

1. complete two written analysis papers in which they compare author's viewpoints and examine what these works teach us about the structure of patriarchy and its development over time; and,
2. write a research paper, in which they use (an) interdisciplinary feminist perspective(s) to analyze a contemporary women's issue in at least two nations or regions of the world. As part of this analysis, students are expected to address the interconnectedness of patriarchy with other social systems (e.g., legal, educational, political; Essential Studies Element) and between gender and other dimensions of diversity (e.g., race, religion, sexualities; Companion Element).

Analysis Papers: (300 points): To facilitate a better understanding of the reading materials for this course, and to allow each of you to develop your own ideas on different subjects, you are required to write two papers in which you summarize and respond to course readings. Again, the success of this course depends on how prepared you are when you come to class. Writing these papers will ensure that you are ready to contribute to class discussion. Your analysis papers will be collected *twice* during the semester. You are required to analyze and compare at least *two* readings for each paper. Each chapter in Burn's *Women Across*

the Globe counts as a reading. **At least one of the readings you analyze during the semester must be** from the Burn book. Analysis papers must be written according to the following format:

1. **Explain** the major points of each reading. What is (are) the author(s) trying to tell us about women and gender? The points you consider "major" may differ from those identified by others. That's okay. Simply write down a couple (i.e., at least two) central ideas for each of the assigned readings.
2. Record your reactions to and thoughts about the readings in a **comparative analysis**. Your reactions may involve such things as whether or not you agree with the author(s), whether or not you'd ever thought of women (or gender) in the terms described by the author(s), whether or not you felt the author provided insight on the topic raised, etc. **Analyze the author's points** with respect to what they teach us about gender inequality (e.g., What does each piece teach us about patriarchy?). The majority of the space should be dedicated to this **analytical requirement**, as it reflects critical thinking.
3. Write down at least 4 questions, thoughts, or points of interest the rest of the class could discuss.
4. All papers must be typed, one-sided and double spaced. Each should be **no more than 2 pages in length**. Papers must be stapled, double spaced, and contain an identifying heading.
5. See the grading criteria for formal writing for the course for additional information.

Analyzes human organizational systems using a variety of disciplinary and interdisciplinary perspectives (**Milestone II**) will be assessed use a four-point rubric that measures student ability.

Interdisciplinary Systems Analysis	Exceeds Expectations	Meets Expectations	Below Expectations	No Data/NA
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Research Paper (400 points): The research paper will involve collecting and **analyzing** data on some issue(s) pertaining to the status of women. I will provide you with a list of general topics from which you are to select one. Then, working within this general topic, you will need to generate a more specific set of research questions. Finally, you will need to gather evidence that allows you to answer your research questions. Only non-obtrusive methods may be used in gathering your data. This means you will be limited to non-participant observation and/or to the analysis of secondary sources. You will be required to understand and include a "methods section" in your paper, which I expect to be **at least eight pages** in length (excluding tables, figures, and graphics). We will discuss the research process and the components that should be included in a research paper later in the course. To emphasize the writing process, the research paper is designed to be a semester long project, broken down into smaller assignments. The components of the research paper are as follows:

Due Dates:

<i>Prospectus (3 pages)</i>	100 points	<i>October 4th</i>
<i>Final Draft (8 pages)</i>	300 points	<i>December 6th</i>

Two copies of paper-related assignments are due on the dates listed above. Papers must be turned in during class; they are not to be slipped under my office door, left in my mailbox or e-mailed to me. It is your responsibility to ensure that your paper gets to me. **No e-mailed assignments or papers will be accepted.**

Analyzes the role of multiple worldviews and power structures in addressing significant global problems (**Milestone II**) will be assessed use a four-point rubric that measures student ability.

Multiple Worldviews	Exceeds Expectations	Meets Expectations	Below Expectations	No Data/NA
Intersectional Analysis	Exceeds Expectations	Meets Expectations	Below Expectations	No Data/NA

Other Course Requirements:

Presentations (50 points): The last few days of class will be dedicated to an intensive look at various topics related to women that we have not had a chance to cover in class, but that each of you has learned about through your research. You will be asked to present your research to the class in the form of a 5-10 minute presentation (including time for questions and comments). Three points, in particular, should be covered. These include: 1) a statement of your research question(s), 2) a statement of your methodology, and 3) a summary of your findings. You are encouraged to summarize or illustrate the nature of your research and findings through visuals (e.g., handouts outlining key points, video clips, audio recordings, photographs, etc.). ***You must be prepared to present your work on the first day of presentations on November 29th.*** Note: ***You will not receive credit for your presentation unless you are present for all other presentations.***

Attendance and Class Participation (100 points): Attendance is important because the format of this course is intensive, interactive, and discussion driven. During every class period, you will be expected to participate in *thoughtful, critical dialogue* with other class members. I consider such discussions to be *very important* to the learning process. Among other things, for example, they provide you with the opportunity to clarify, consider, and critique course material in an informal atmosphere. Consequently, ***you will be graded on attendance.*** The penalty for class absences is exponential. ***Eight or more absences will result in zero points earned.*** In addition, please note that should you choose not to attend, you may miss out on a number of unscheduled talks that may be helpful in earning full points for the course. Regardless of whether you attend, you will be held accountable for knowing everything that is covered in class, including substantive information about course topics, changes in and explanations of assignments, changes in due dates, and so forth. Therefore, ***it is strongly recommended that you attend class and participate fully in class discussion.***

Discussion Leadership (50 points): Each of you will have the opportunity to lead the class in a discussion at least once during the semester. This means you should reflect on the issues raised in the readings and then prepare some issues and/or questions that the rest of the class can discuss. Your goal will be to facilitate discussion, not present materials. A schedule outlining when you will be responsible for leading the class in a discussion of the readings will be distributed early in the semester. Please note that ***you will not be able to recover the points lost from being absent*** on the days you are scheduled to present. Please also note that ***you are required to turn in the questions and/or points of interest you use to facilitate discussion on the day you are scheduled to present. At least four questions and/or issues are required.***

Find Out Assignments: (25 points): I expect students in this class to do ACTIVE learning. For this reason, throughout the course, I will be asking students to complete “find out for yourself” assignments designed to facilitate discussion and thinking about a given topic. While there are four such assignments scheduled (see course schedule for topics and dates), we will divide the labor such ***that each of you must complete one of the four assignments.*** A schedule outlining which students will be responsible for which find-out topics will be distributed early in the semester. ***You must be present on your find out day to receive credit.***

Interactive Research Forums (75 points): We will have THREE interactive research forums during the semester, one on August 23rd that is devoted to an exploration of feminism, another two-day forum on November 15th & 20th that explores the goddess in her many historical incarnations, and a third on November 27th that examines strategies through which area women could “pay it forward.” ***You are required to participate in each forum*** by conducting out-of-class research and bringing and sharing your findings with the class on forum days. More information on the requirements for these forums will be presented during the semester. Your participation in each forum will be worth 25 points toward your final grade, for a total of 75 points or 7.5% of your grade. ***You must be present on forum days to receive credit.***

Summary of Course Requirements:

Discussion Participation & Leadership	150 points (15.0%)
Find-Out Assignment	025 points (02.5%)
Research Forum Assignments	075 points (07.5%)
Analysis Papers	300 points (30.0%)
Prospectus	100 points (10.0%)
Research Paper	300 points (30.0%)
Presentation	<u>050 points (05.0%)</u>
	1000 points (100%)

In addition to the above, please take note of the following important course policies:

Academic Etiquette: Class will begin at 11:00am. Arriving late or leaving early will not be tolerated. Therefore, if you have class, job, child care or other conflicts, please see me as soon as possible. Also, it is imperative that you approach this class with an attitude of respect for others. This means that above all, ***we should allow each other to make mistakes and to raise controversial issues and unpopular viewpoints. This is an absolutely critical part of what it means to be a member of the academy.*** Cell phones or other electronic devices, including personal computers, are not allowed. Persistently disruptive and disrespectful behavior are grounds for dismissal from the course.

Academic Misconduct: Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement. Academic dishonesty by a student is defined as unethical activity associated with course work or grades. It includes, but is not limited to:

- a. Giving or receiving unauthorized aid on examinations,
- b. Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
- c. Submitting the same work for more than one course without the instructor's permission, and,
- d. Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying

information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' work, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

For more information on academic integrity, visit the full policy on-line in the current [University Catalog](#).

Note: Required citation style for this course is ASA, in-text. All writing assignments that do not comply in full with the prescribed citation style will receive zero credit.

Delivery Method: This is a traditional academic course in which learning takes place face-to-face and private consultations between instructor and student take place during regularly scheduled faculty office hours. Students may not expect instructor-student consultations via e-mail and may not introduce matters requiring such consultation into the course. Your views are important but your business is your own.

Late/Missed Work Policy: As a general rule, I do not accept late work. In certain circumstances, however, I may accept late work if I am contacted prior to the absence and the student provides suitable documentation post-absence verifying the reasons for the absence. I reserve the right to refuse to accept or to grant make-up opportunities for late or missed work, including exams. For the policy on university sponsored student activities, please see the current [Syllabus Supplement](#).

Missed Class/Excessive Absences Policy: I expect students to attend class. At my discretion, students with excessive class absences (the equivalent of three or more weeks of class) may be dropped from the course. The *responsibility* to drop as a result of missed work, excessive absences, or some other reason, rests solely with the student. Failure to withdraw by the official drop date will result in an 'F' for the course.

ADA Statement: Reasonable accommodations are available for students who have a documented learning or physical disability. Students with a documented disability should contact the Director of Student Accommodations at 620-235-6584 after consulting the current [Syllabus Supplement](#).

Weapons and Concealed Carry Policy: Handguns must be properly concealed at all times. For more information on the policy and policy compliance, please see the current [Syllabus Supplement](#).

Library Use: If you make use of the PSU library, you must do so responsibly. Defacing, concealing, removing sections of, or stealing library books, periodicals, or reserve materials, and/or interfering with the work of other library users is irresponsible. If you engage in such actions, *you will fail this course*.

TENTATIVE COURSE SCHEDULE

Course Outline and Readings: The following indicates what we will be doing this semester and when. Due dates, discussion dates, and course topics are not set in stone; *all topics and dates are tentative and subject to change*. If changes need to be made, they will be announced in class in advance. It is *your responsibility* to be in class so that you will be informed of such changes.

August 21st: Introduction to Women's Studies: Global Women's Issues

Readings: Read Your Syllabus Carefully and Skim the Required Tests

Visit the current Pittsburg State University [Syllabus Supplement](#).

UNIT I: FEMINISM, THE WORLD'S WOMEN, AND US

August 23rd: What is Feminism? An Interactive Forum & Syllabus Quiz

1. "Thank a Feminist." *Reader*.

August 28th: The Status of Women Worldwide

1. Burn: *Chapters One & Two*

August 28th: FIND OUT ASSIGNMENT # 1

Find out more about the status of the world's women by visiting one of the general sites providing statistics on the status of women listed under the heading "informational websites" at various places in your text (see the end of each chapter) or by conducting a general search on the web. The Women's Studies Webpage at Pittsburg State contains several links. In particular, track down and *be prepared to share* one or more *statistics* that shed light on the global status of women. **Print out and turn in your information on the day it is due.**

August 30th & September 4th and 6th: Varieties of Feminism, or Explaining Gender Inequality

1. "Patriarchy, the System: An It, Not a He, A Them, or an Us" *Reader*.

2. "Theories of Women's Subordination." *Reader*.

UNIT II: FORMS AND SPHERES OF WOMEN'S OPPRESSION

Sex, Sexuality, and Reproduction *Controlling Our Bodies; Controlling Our Selves*

September 11th & 13th: Reproductive and Sexual Freedom

1. Burn: *Chapters 3 & 4*

September 18th: Menstruation and the Pollution Taboo

1. "Women in the Closet." *Reader*.
2. "If Men Could Menstruate." *Reader*.

September 20th: Imagining and Crafting the Female Body

1. "Men and Women: Mind and Body." *Reader*.

September 20th: Film: Playing Unfair: Women in Sports

September 25th: Female Genital Cutting/Mutilation

1. WHO report on FGM: <http://www.who.int/news-room/factsheets/detail/female-genital-mutilation>
2. "Womb As Oasis: The Symbolic Context of Pharonic Circumcision." *Reader*.

ANALYSIS PAPER DUE: SEPTEMBER 25TH

September 27th: Femicide: Dowry Deaths, Honor Killings, Acid Burnings, Infanticide

1. "Dowry, Bride-Burning and Female Power in India." *Reader*.

September 27th: Film: Dishonorable Killings: Punishing the Innocent

October 2nd: FIND OUT EXERCISE #2

Locate (on the web) and be prepared to share with the class two *specific reports* or incident of a dowry death, acid burning, or honor killing or on the "Dying Rooms" of China (i.e., Chinese Orphanages). Your goal with this assignment will be to find out enough about these specific incidents that you can share the stories with the class. **Print out and turn in your information on the day it is due.**

October 2nd: The Sex Trafficking in Women

1. Burn: *Chapter 7, pgs. 163-169*
2. "It Takes More than Two: The Prostitute, the Soldier, the State." *Reader*

October 4th: Film: Sex Slaves

RESEARCH PROSPECTUS DUE: OCTOBER 4TH

October 9th: Find Out Exercise #3: Rape as a War Crime

On the web, locate a source that gives an account of the rape of women during war. This source may focus either on statistical data (as in, how many women are estimated to have been raped during a given war) or on the stories of individual victims. Be prepared to share your information. **Print out and turn in your information.**

*Work and Family:
Women's Work; Devalued Work*

October 9th: The Sex Gap in Pay and Women's Double Day

1. Burn: *Chapter 5*

October 16th: Development and the Feminization of Poverty

2. Burn: *Chapter 6*

October 18th: EPZ's, Mexican Maquiladoras, and Other Global Sweatshops

1. Burn: *Chapter 7, pgs. 151-163*
2. "The Globetrotting Sneaker." *Reader*.

October 23rd: Film: Free Trade Slaves

*Politics and Religion:
Invisible, Voiceless, Marginalized*

October 25th: Women in Politics

1. Burn: *Chapter 9*

ANALYSIS PAPER DUE: OCTOBER 25TH

October 30th: Film: Mulberry Child

November 6th: Women in Religion

1. Burn: *Chapter 8*

November 8th: Find Out Exercise #4: Living Under the Taliban

Locate a source of the web that provides an account of what it was/may have been like to live as an Afghani woman under the Taliban. This account may be statistical in nature or it may focus on the stories of individual women, or both. Be prepared to discuss the issue of living as a female under Taliban rule and to share your source with the class.

Print out and turn in your information on the day it is due.

November 13th: Women and Islam, or the Significance of the Veil

1. "Obedience vs. Autonomy: Women and Fundamentalism in Iran and Pakistan." *Reader*.
2. "Life Behind the Veil." *Reader*.

November 13th: Film: Cut From a Different Cloth (or an alternative)

November 15th and 20th: Reviving the Goddess: Interactive Research Forum
(Print out and turn in your information for credit)

THANKSGIVING BREAK: NOVEMBER 21ST -25TH

UNIT III: WOMEN ORGANIZING FOR CHANGE: GLOBAL WOMEN'S MOVEMENTS

November 27th: Global Women's Movements

1. Burn: *Chapter 10*
2. Burn: *Chapter 11*

November 27th: Thinking Global, Acting Local: Interactive Research Forum
(Print out and turn in your information for credit)

Presentations: November 29th and December 4th and 6th

RESEARCH PAPERS DUE IN CLASS: DECEMBER 6TH