

## **Evaluation and Requirements of Students:**

Grading in this class is based on how much you decide to do. For each of the four assignment categories, you will get credit for the number of assignments you successfully complete.<sup>1</sup> The breakdown is as follows:

### **Participation: 30% of final grade**

|                        |   |   |
|------------------------|---|---|
| Out of 18, complete 15 | = | A |
| Out of 18, complete 14 | = | B |
| Out of 18, complete 12 | = | C |
| Out of 18, complete 10 | = | D |
| Complete <9            | = | F |

### **Discussion Lead: 25% of final grade**

|                          |   |   |
|--------------------------|---|---|
| 3 successful assignments | = | A |
| 2 successful assignments | = | B |
| 1 successful assignment  | = | C |

### **Essays: 25% of final grade**

|                          |   |   |
|--------------------------|---|---|
| 4 successful assignments | = | A |
| 3 successful assignments | = | B |
| 2 successful assignments | = | C |
| 1 successful assignment  | = | D |

### **Zine Assignment: 20% of final grade**

|                                                                     |   |   |
|---------------------------------------------------------------------|---|---|
| Turn in written review and a folded, complete zine by the due date  | = | A |
| Turn in written review late, but folded completed zine on due date  | = | B |
| Both are late or partial, but submitted by the final class deadline | = | C |
| Anything less will be a D or below                                  |   |   |

## **ASSIGNMENT DESCRIPTIONS**

### **Participation - 30% of final grade**

It is important to create a supportive, safe, open, and inclusive classroom atmosphere that values the educational process and learning goals. Our class structure will mirror the values and practices of the discipline of Women's and Gender Studies by centering on guided,

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<sup>1</sup>"Successfully Complete" means you would have earned a C or higher, that you do what is asked in the assignment with earnest effort, and complete it at a level that indicates to me that you are grasping what we are learning. We are dealing with new vocabulary and ideas that are complex. You will make mistakes from time to time. I want you to feel free to try out the concepts, get it wrong, and **not** have it affect your grade -- I want you to learn! Learning is a process and for that reason you will be graded on how much you do or how hard you try, rather than how expertly you master the material. We learn more from trying and failing than never trying at all. If any assignment you submit is deemed unsuccessful, you have the opportunity to redo it.

student-driven discussions that take place in a classroom space arranged to promote an engaged, egalitarian, collaborative, and participatory environment.

Toward the beginning of the semester, probably on the first or second day, we will discuss our expectations of one another and create guidelines for class discussions. These guidelines will be there to empower you to engage. If you are a student who is shy, use this as an opportunity to push yourself. If you are usually the first to contribute, give others a chance to go first and then decide if you still want to add in.

You will be required to **be prepared for class**. This means you must support any opinions and explain any experiences you offer by referencing the course readings and concepts. This will help you become conversant with the vocabulary of GWS and test out your ideas and personal connections to the reading. You need to **bring your book** (or your copies of the assigned readings) to every class meeting to accomplish this last task.



I will also provide a **participation praxis** for each reading assignment, which will guide your reading and will help you prepare for class. These must be submitted the day the readings are due and will not be accepted late. There will be 18 praxis prompts, and to earn an **A** you will complete 15 or more on time; a **B** = 14 or more; a **C** = 12 or more; and 10 or fewer earns you a **D** or below.

**Participation Praxes** are due at the start of class on the day the corresponding readings are due. **THEY WILL NOT BE ACCEPTED AT ANY OTHER TIME OR VIA EMAIL.** You cannot turn them in late. However, you have the opportunity to complete 15 of them and can miss up to three and still get an A in this category. Thus being in class to submit these make up 30% of your total grade. I will not count attendance and, because of that, participation praxes will not be accepted after the start of the class in which they are due. *You should also jot down enough of your praxes in your class notes to be able to engage the prompts in class discussion after you have turned the assignment in.*

### **Discussion Lead -- 25% of final grade (Can do up to 3)**

Giving presentations is a skill everyone must master. You will give presentations of varying kinds throughout your life in professional and personal settings. I started teaching Public Speaking in 2006 and have seen how empowering honing these skills can be. It is important for students to get repeated experience delivering presentations in every class. It is only by practicing that we improve our presentation skills.

The presentations in this class will be fairly low stakes. You do not need to memorize, you will have a visual aid to help you remember, your presentation will be guided by the course readings and a prompt, and your grade will reflect how much work you did on the presentation rather than how skilled you are. If you prepare your visual aid ahead of time, your presentation meets the

minimum requirements of the assignment, and you present on your scheduled day, you will get 100% for the assignment.

There will be four presenters for each set of readings, and each presenter will have a different role. You will present as a group but need not coordinate beyond adding your slide(s) to the google slides. No single person should speak longer than 5 minutes or less than 2 minutes. The entire group will be roughly between 15 and 20 minutes. Students will sign up for discussion leader slots and roles in the first weeks of class. The roles are as follows:

- **Summarizer**: Summarizes the main points across all of the assigned readings for the day. This may be one main point from each assigned reading or more general points from across the readings. No more than **five** main points total should be presented.
- **Passage**: Selects **three to five** passages from the assigned readings for the day which are put in a visual aid and read aloud. Provides the page number, column, and paragraph number for each passage and offers a reason for choosing each passage.
- **Artist**: Offers a visual or performative representation of a theme from the assigned readings. This can be a painting, drawing, collage, song, video clip, advertisement, poem—anything that captures some aspect of the reading in a creative way. It can be of their own making or created by someone else, but they should explain the significance in relation to the readings.
- **Activist**: There are as many forms of activism as there are activists (see section six in the book). Generally, activism is efforts or actions taken by a person or group with the desire to improve society in relation to their specific goals. For this presentation, you will identify an activist or activist organization that addresses one or more of the issues in the readings for the day. You will give a brief overview and explain the issue(s) the group or individual addresses and how.

Your final grade for the discussion leader portion, which is worth 25% of your final course grade, will be based on how many presentations you successfully complete. To earn an **A**, you must complete **3** successful presentations; a **B**, **2** presentations; a **C**, **1** presentation. Due to time restrictions, students will not be able to do more than three discussion leads.

For **discussion leadership**, you must be in class on the day you are to present in order to get credit. Even if you have prepared your presentation ahead of time, you only get credit if you are in class and give the presentation. We can discuss the possibility of you making up a missed presentation later, but it cannot be guaranteed. At the beginning of the semester, you will commit to the specific days you wish to lead and the roles you will play.

### **Essays -- 25% of final grade (up to 4)**

Should be **500-750 words** and will be submitted through Blackboard. I provide you a word count so that you can format your paper however you wish and not be bound to page numbers. 500

words is roughly one single-spaced page. You can do the math to figure out the word count for other formats.

For each essay, you must **cite at least two readings** from the unit of the course the essay addresses. If you do not know how to properly cite readings, please speak to me and/or visit the writing center on the fifth floor of the main campus building.

There will be **six essay prompts** provided to you. In order to earn an **A**, you must complete 4, a **B** you must complete 3, a **C** you must complete 2, and 1 or fewer earns you a **D**. *You can complete extra essays to make up for missed class periods or missed discussion leads. Two extra essays will make up for 1 absence or 1 discussion lead.*

For **essays**, there are due dates, but they are flexible. They are there primarily to help you keep on track in the course. The course is planned with great care and the due dates for assignments are strategically placed shortly after we finish a unit when the material should be fresh in your mind. If you are in class and taking good notes, you should have no problem responding to the prompts quickly. While you can write all of the essays at the end of the semester, keep in mind you will have other courses demanding your time and, in exchange for general flexibility, I will not accept any assignments after the final class meeting. If you have extenuating circumstances, we can discuss a grade of “incomplete,” where I would accept your work in late May or June and change your grade to reflect it.

The prompts this semester are:

- Understanding Privilege and Oppression in GWS Essay (Suggested due date of Thursday, February 14)

How do systems of privilege and oppression function in our society? How do we combat these systems? Why is it important to recognize patriarchy as a system and not an individual identity?

- Historical Perspectives in GWS Essay (Suggested due date of Tuesday, March 5)

How has the feminist movement changed, morphed, and grown between the nineteenth and twenty-first century? Why are these changes important?

- Cultural Debates in GWS Essay (Suggested due date of Thursday, April 4)

How is the history of the social construction of families integral to our understanding of occupational segregation, the gender pay gap, sexual harassment, and discrimination in the contemporary labor market? How do intersectional approaches shed light on your answers to this question?

- Science, Technology, and the Digital World Essay (Suggested due date of Thursday, April 18)

How do racism, sexism, ableism, classism, and heterosexism intersect with science, technology, and the digital world?

- Epistemologies of Bodies Essay (Suggested due date of Tuesday, April 30)

What are some of the most effective ways to challenge dominant narratives about non-normative bodies?

- Activism Essay (Suggested due date of Tuesday, May 14)

What is the role of art in creating change? What art forms are most effective for creating change? Why?

**LAST DAY TO SUBMIT ESSAYS FOR THE SEMESTER: Thursday, May 16**