



Eastern Wyoming College  
Course Syllabus  
**Introduction to Women's Studies**  
WMST 1080 – 40  
Three Credits – Spring 2013

**Instructor:** Christin Covello  
**E-mail:** [covello@uwyo.edu](mailto:covello@uwyo.edu);  
ccovello@ewcmail.wy.edu  
**Office:** Online



---

I am available by e-mail for individual concerns or questions. I will check my e-mail regularly (especially the UW account) and will have a response to your question or concern within three (3) days. I do not, however, always check my e-mail every day so I will check it as regularly as possible and respond to you within the three-day period. If I need to be away from my e-mail for a longer period of time you will be informed.

**Introduction to Women's Studies (3)**

Introduction to key issues in women's studies. Topical examination of women's participation in, and relationship to, institutions of society, such as family and school, as well as processes and activities, such as work, art, literature and politics in historical and cross-cultural analysis.  
3 hours lecture.

**Detailed Course Description:** *Introduction to Women's Studies* addresses issues associated with the social construction of gender in contemporary cultures. This course introduces you to a range of issues, methods, and perspectives used in the study of women and gender, focusing mainly on the United States. The course covers diverse topics using various feminist perspectives, which include identity and social location, women's bodies, sexuality, health, relationships and households, violence against women, work, crime, the military, the environment and women's movements for change. Issues of sex, gender, sexuality, race, ethnicity, and class contribute to the discussion and analysis of each of these topics.

**Course Objectives**

**By the course's completion, hopefully students will:**

- respect differences and similarities among women of different classes, ethnic groups and national experiences
- become conscious of the ways in which women are and have been portrayed in and through culture; understand how these portrayals do and do not enable women to develop fully as both individuals and as members of their societies

- be aware that over the past 40 years there has been an explosion of information about women and gender which has seriously challenged previous assumptions about the roles and status of women in the world and understand that this explosion has been part of a social movement
- recognize that the dynamics of oppression and the intersectionalities it presents are a structural problem that requires solutions rather than an individual problem that requires therapy

## **EXPECTATIONS:**

### **You can and should expect the following from me:**

- I will be actively involved in the course.
- I will treat each student with respect and will welcome the free exchange of thoughts and ideas.
- I will provide you with regular feedback about your grade and progress in your class.
- I will be available via email.

### **What I expect of you:**

- Attend class regularly, which with online means regularly accessing the course and checking your email.
- Come to class discussions online prepared. Discussion (message boards) topics will be based on the assumption that you have completed the assigned reading.
- Complete homework assignments and tests.
- Treat other classmates and me with respect. Class needs to be a safe place for all to share their thoughts and opinions. You don't have to agree with another person's opinion, but you need to be respectful!

## **ADA ACCOMMODATION STATEMENT**

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact Mrs. Debra Ochsner (532-8238) or Mr. Tom McDowell (532-8330) as soon as possible so that arrangements may be made.

### **Required Text and Materials:**

1. Kirk, Gwen and Okazawa-Rey, Margo. *Women's Lives: Multicultural Perspectives*. New York, NY: McGraw-Hill. 6<sup>th</sup> Ed. ISBN: 978-0-07-351234-1.
2. hooks, bell. (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge, MA: South End Press. ISBN: 978-0896086289
3. And various other materials distributed online and via UW e-mail including readings and video clips.

### **Technical Support Resources**

Technical questions about *LancerNet* should first be directed to [Aaron Bahmer](#), Instructional Technologist, at either (307) 532-8284 or 877-392-4678 (866-EWC-INST), 8:00 am to 5:00 pm Mountain Time.

Problems with Internet connectivity should be directed toward your Internet Service Provider.

If you are having difficulty with a hardware item on your PC, please contact the appropriate technical support telephone number for the vendor or manufacturer.

Software installed on your PC at the factory may be covered by their technical support staff. Third-party software (either off-the-shelf or downloaded) will require that you contact the software developer directly.

## Online Etiquette & Copyright

### Netiquette

Because communication and interaction with your instructor and other students takes place primarily in a text environment, devoid of any body language or vocal nuance, you need to consider how you use words to express yourself. Plain text can easily be interpreted in ways other than what you intend, so here are some things to consider as you work with e-mail, message boards, or online chat:

- Write as if you were speaking to the person face to face.
- All messages created in your LancerNet class are saved and can be referenced in the future.
- Others may judge you by the quality of your writing; check your spelling and grammar.
- Use capital letters for emphasis or titles only. If a message is written entirely in capital letters, it is like SHOUTING.
- Humor is difficult to recognize without facial expressions or other non-verbal cues, so it is best to limit your use of humor to avoid any misinterpretation.
- For e-mail, journals and message boards, include a meaningful subject.
- Send copies of e-mail messages only to those people who need to see them. Also, only forward messages with the writer's permission.
- Respond promptly to e-mail messages.
- For message boards, be sure you know when best to use "New Topic" and when to use "Reply."

### Copyright & Course Materials

This online course may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and use shall be limited to the duration of the course unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

### Class Community:

- **Announcements**: I highly recommend that you continuously refer to the course schedule for what elements are due each week. I will email on a regular basis so please frequently check your email.
- **Ask Two People**: If questions arise regarding a due date or assignment format I would like you to ask two people before you ask me. I think that asking others in your class is a great way for us to work together in teams and it also valuable to have a variety of perspectives. I will be happy to answer any questions or clarify any course requirements in the Announcements and Help Me threaded discussion but I would appreciate you checking with two classmates first.
- **E-mail and Private Chat**: You also have the option within our class to e-mail each other and the instructor does not see those e-mails unless you choose to include me on them. You are also free to use the private chat function outside of your peer counseling sessions to discuss class or other matters with fellow students.

## Course Requirements/Assignments:

- Assignments are to be turned in using either the message board or journal (depending on the assignment). Please do not e-mail assignments to me as attachments. Utilizing the appropriate features will allow me to keep all assignments in one place and keep yours from getting lost. **The analytical paper must be submitted using Microsoft word (using Times New Roman and in 12 point font) as an attachment in the assignments box**
- I will return assignments to you no longer than two (2) weeks after you have submitted them unless I speak with you regarding other arrangements.

1. **Message Boards (may also be referred to as threaded discussions)**: Students are expected to complete the required readings and video viewings before Monday of every other week (depending in the unit) and participate in a message board on reactions to the readings or video during the week. This discussion is to include questions or thoughts to share with your threaded discussion group and with the instructor to the readings, video clips, and topic of the week (**12.5 points x 8 weeks = 100 points**). I will occasionally comment or pose new reflections or questions for the group as the discussion progresses throughout the week. However, it is important that this become like a class discussion of peers around a table preferably pictured with snacks! As the instructor I will read every post, however, I may not respond or participate in every discussion. Additionally, if a discussion becomes inappropriate or I am concerned about your participation you will hear from me privately.
  - a. Each week students are required participate in the discussion on assigned readings from the text, video clips, supplemental readings, or your progress in the practicing of your relationship building skills in your work or personal life. **By 6:00 p.m. Wednesday of each identified week, your response to the message board discussion questions is due.**
  - b. You will be responsible for reading others' answers, and responding to other's comments, questions, and critique. This is an on-line version of a class discussion so your active participation is necessary and a part of your class experience. **By 6:00 p.m. on Friday of each identified week, your response to at least one of your peers is due.**
  - c. This is your discussion, so be the owner. Active participation in the week's message board means you must provide your answers, perspectives to the topic(s) for the week, and insights with other members. Adding information but simply saying, "great idea" or "I agree" etc. will not be considered active participation; therefore, it will affect the quality of discussion and your final grade. Since grading of a component like threaded discussions is subjective I will let you know if I have concerns or see ways you could improve your participation in the discussions privately and early. However, if you DON'T hear from me I have no concerns and feel your participation is adequate to earn full points each week.
  - d. These message boards are for your thoughts, questions, comments etc regarding the topics from the assigned readings and lectures. However, it is understood that you may need or want to discuss other topics with your peers in class. Please utilize email for this purpose.
  - e. For posting the discussions, you will need to access the message aboard connected to the appropriate unit. For responding to each question, include the number of the discussion question and then your response (ex. 1. My name is Christin Covello.) When responding to the questions posed for the unit, please number your responses and use separate paragraphs for each response.
2. **Journals** – The journals are similar to the discussions (message boards) in the fact that I will present questions for you to respond to; however, these will only be viewed by me.
  - a. Each week students are required to post the journal discussion questions on assigned readings from the text, video clips, supplemental readings, or your progress in the practicing of your relationship building skills in your work or personal life. **By 6:00 p.m. on Wednesday of each identified week, your response to the journal discussion questions is due.**

- b. Please submit your journals in the section titled “journal” on the left side of the main course homepage. When submitting journals, please include your name, the unit number and chapter number in the heading of the journal. Ex: Christin Unit Two, Chapter One- Journal #1
  - c. There will be eight journal entries required. One for every other week of the course (**12.5 points x 8 weeks = 100 points**).
  - d. When responding to the questions posed for the unit, please number your responses and use separate paragraphs for each response.
3. **Analytical Paper:** For this paper, you may choose **between** the two topics explained below. In either case, submit double-spaced (10 or 12 point font), essay that is a *minimum* of 4 pages and a *maximum* of 6 pages. Essays that are *less than four full pages* double spaced will receive no credit. Carefully proofread your paper. **Due: Monday April 8<sup>th</sup> by 6:00 p.m.!!!**

### Topic 1: Gender Bender

The Gender Bender requires you to do something you have *never* done before because of gender expectations and to then write about this new experience. The paper should have a clear intro, body, and conclusion. An informal tone is preferred and you will need to explain a bit about your background in order to make clear why you have not attempted the task you undertook. You will need to produce a “before,” “during,” and “after” narration:

**Before:** What were your attitudes and experiences pertinent to the gender bender before you performed it? How did gender shape your predisposition? Were you afraid of this activity? What seemed daunting about it?

**During:** Explicitly narrate the activity. What does it feel like to do this? What does the activity involve? What actions are you performing?

**After:** Any surprises? Did you learn anything about gender-based attitudes and/or yourself? How does performing this new task relate to class content as far as gender being socially constructed is concerned?

The possibilities are limitless, but please choose an experience that you are comfortable performing, narrating, and sharing with the class. Choose something that will be interesting for you to do and write about. Whatever you decide, do not conclude with “I did this but big deal.” Make your paper into a compelling story and something that you and others will learn something from. While you don’t need to risk your life or limb, choose something that matters to you as it will make for a more compelling paper.

### Topic 2: Analyze a space

Pick a place that could send a message about how men and women are supposed to act within the confines of that space. Analyze the space. What colors, merchandise, decorations, etc. does this space contain? How do different genders act within the space? Do they act the same/different? Is this a result of the space, society, or both? Do different genders stay within one area of the space or use all of the space equally? (Etc.) This option requires a bit more fundamental analysis at the beginning, so take your time being detailed at the outset so that you can write a more complete final draft when the time comes. Make a thesis statement:

**Make and support a claim** about who the space is oriented towards (male or female) and how that space reinforces or undermines those values/gender expectations/stereotypes. Sample thesis: Victoria’s Secret is a space oriented towards women – even though their catalogue is oriented towards men.

When you are done typing your first draft, go back and make sure that you paper *goes beyond mere description* of the place and progresses to *analysis* and *judgment* of whether the space is

reinforcing or breaking-down traditional gender expectations. In your conclusion, be sure to address positive and negative consequences of your findings in terms of gender and society.

*A few new ideas and examples of things my previous students have done...*

## For the Ladies

Change a flat tire  
Drive a dirt bike or motorcycle (meaning don't just sit on the back!)  
Fly fish  
Gut a fish  
Host poker night  
Play football, rugby, wrestling or another sport  
Shoot a gun  
Hunt an animal (legally, please!)  
Skateboard  
Go to a barber  
Ask a guy out to dinner  
Ask a number of guys to dance  
Offer to buy a guy a drink  
Change the oil in your car  
Change the car windshield wipers  
Play Halo for an entire night  
Sign up for and track a fantasy football team  
Olympic weightlifting (hang cleans etc.)  
Watch every game of the World Series with your friends at a bar  
Drive a stick shift  
Wear boxers and/or saggy jeans  
No makeup or hair brushing for a day

## For the Gentlemen

Watch "Steel Magnolias" or "Pride and Prejudice" with a group of guys  
Shave your legs  
Wear a dress  
Arrange a bouquet of flowers  
Ballroom dance  
Carry a purse for a day  
Wear makeup  
Get a facial  
Get a manicure/pedicure  
Cheerlead, in uniform, for a girl's team  
Host a dinner party  
Attend a volleyball, soccer, or swim competition (analyze the crowd mentality and conversation as well)  
Read a poem or book by Maya Angelou  
Watch a Lifetime Original Movie  
Buy a guy friend a gift "just because"  
Vacuum, do the dishes, and clean the bathroom when it isn't necessary (record your roommates reactions)  
Order a cosmopolitan or martini for yourself (record other's reactions)  
Babysit  
Roller skate  
Attend a bridal or baby shower

4. Final Exam: The exam will include multiple-choice, true/false and short answer questions and consist of 20-25 questions. You will need to complete all of the readings in order to do well on the exam. The exam will cover lecture material, Power-points and the readings. A brief list of key terms and ideas will be provided in unit 15.

You will have from **April 21<sup>st</sup>-April 24<sup>th</sup>** to take the exam. You will be provided with two hours to complete the exam. If you are not able to take the exam during this time, you will need to email me with a university excuse and schedule a time to take it online in advance. There are NO makeup exams.

## Grading Standards:

### Undergraduate Students:

<u>Assignment</u>	<u>Total Points for Semester</u>	<u>I Earned</u>
<u>Threaded Discussions <i>each week</i> -12.5 Points Each (8 total)</u>	100	
<u>Journals <i>each week</i> -12.5 Points Each (8 total)</u>	100	
<u>Analytical Paper</u>	100	
<u>Final Exam</u>	100	
<b>TOTAL POINTS:</b>	400	

**Undergraduate Grading:**

A= 400-360 Points (100-90%)

B= 359-320 Points (89-80%)

C= 319-280 Points (79-70%)

D= 279-240 Points (69-60%)

F= 239 Points and below (59% and below)

**Grading Rubric:**

**Note: The following rubric is based on whether the assignments are submitted by the due date. The final grade for the assignment will be lowered one letter grade for each day the assignment is late. Thus, an assignment with "A" qualifies, which is turned in one day after the due date, will receive a "B".**

**A (90%-100%):** Discussions, journals and papers fully address all of the assigned questions. Each question is thoroughly addressed and reflects understanding of the material. Student responds thoughtfully to the discussion post of each of their peers within their discussion group for each of the threaded discussions.

**B (80%-89%):** Discussions, journals and papers are relatively complete as described in "A" rubric, but the paper may be missing a response to one question or partially missing responses to two questions. Student does not respond thoughtfully to the discussion post of each of their peers within their discussion group for each of the threaded discussions.

**C (70%-79%):** Discussions, journals and papers are missing responses to half of the questions or the responses are adequate but do not reveal understanding of the material. Student has a limited/inadequate response to the discussion posts of each their peers within their discussion group for each of the threaded discussions.

**D (60%-69%):** Discussions, journals and papers are missing responses to more than half of the questions or the responses do not reveal adequate understanding of the material. Student fails to respond to the discussion posts of each of their peers within their discussion group for each of the threaded discussions.

**F (below 60%):** Discussions, journals and papers are missing the vast majority of responses to questions and/or the responses are very limited and do not reflect any understanding of the material. Student fails to respond to the discussion posts of each of their peers within their discussion group for each of the threaded discussions.

**Late Work Policy:**

Late assignments will receive a lower grade for each day the assignments are submitted past the due date.

Assignments submitted a week late will **not** be accepted for a grade.

**Attendance Policy/Participation:**

Students are expected to participate in class activities fully. Since participation is an important aspect of this class, absenteeism will negatively influence the final grade, as will lack of class participation. If you are aware that you will need to miss activities online, please make prior arrangements with the instructor to better facilitate your learning and class activities.

**AMERICANS WITH DISABILITIES:**

Eastern Wyoming College is committed to providing reasonable accommodations for "qualified individuals with disabilities." If you are a person with a disability that qualifies under the Americans with Disabilities Act (ADA), please notify Mrs. Debra Ochsner, 532-8238, as soon as possible so that arrangements for accommodations may be made.



**SAFETY:**

Please note the evacuation plan posted in this college classroom in the event of fire, tornado, or other disaster. In the event of an accident, an accident report form must be completed. Additional information regarding E.W.C.'s safety policies can be found in the college catalog.

**ACADEMIC DISHONESTY POLICY:**

Academic dishonesty is not tolerated. It is my expectation that you are doing your own work.

Dishonesty includes:

**Plagiarism:** Copying or using the ideas of another without giving proper credit through the use of quotation marks, footnotes, or other forms of reference.

**Cheating:** Making unauthorized use of answers to examinations, tests, quizzes, in-class work, or homework assignments, as well as copying from fellow students or submitting work that has been done by someone else.

Students shall complete all assigned course work individually unless otherwise indicated.

Academic dishonesty of any kind shall result in a score of zero on the assignment or examination and may result in withdrawal from the course or a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate EWC official for further discipline.

**GENERAL EDUCATION REQUIREMENTS**

- A. Communication Skills: Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
- B. Analytical and Quantitative Reasoning: Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
- C. Technology Skills: Graduates will be able to demonstrate competence using technology appropriate to their disciplines.
- D. Social Awareness: Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
- E. Information Literacy: Graduates will be able to locate, evaluate, and use information effectively

**Other:** The expectation is that all students will respect the views of others, maintain confidentiality of any personal material discussed in class, and contribute to a safe environment in which to explore ideas.

***DISCLAIMER***

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the class. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in courses content or instructional technique without notice or obligation.

## Tentative Course Outline

- Each week you are responsible for reading assigned chapters, and reading any supplemental readings assigned prior to the Monday threaded discussion for that week.
- **By 6:00 p.m. on Wednesday of each identified week that we have message boards your response to the threaded discussion questions is due.**
- **By 6:00 p.m. on Wednesday of each identified week that we have journal assignments, your response to the journal discussion questions is due.**
- **By 6:00 p.m. on Friday of each identified week that we have message board discussions, your response to each one your peers is due.**
- During that week you will also be responsible for checking the threaded discussion through-out the week because you will need to check to see if anyone has responded to your comment or expanded upon it. You will also need to read the discussion to add your thoughts as it progresses.
- Remember that supplemental readings can found within the units on the lecture page.
- Due Dates for assignments are firm and assignments must be posted by Wednesday at midnight MST of the current week to the drop box feature. Please do not e-mail your assignment to me as an attachment. So if an assignment is due in Week 9 it would need to be turned in by Wednesday of that week.

### Class Schedule and Assignments

All readings are from Women's Lives (WL), Feminism is for Everybody (FE), PowerPoint's, and/or handouts (found under units).

Week	Assignments	Due Dates
<b>Week/Unit #1 Jan. 14<sup>th</sup> -20<sup>th</sup></b>	1. Introductions discussion	Discussion Post: Wednesday by 6:00 p.m. <b><u>(Jan. 16<sup>th</sup>)</u></b> Respond to at least one peer by 6:00 p.m. on Friday <b><u>(Jan. 18<sup>th</sup>)</u></b>
<b>Week/Unit#2 Jan. 21<sup>st</sup>-27<sup>th</sup></b>	1. Reading: Chapter One (WL) 2. PowerPoint #1 – What is WS? 3. Reading #4: “Ain’t I a Woman?” by Sojourner Truth via email 4. Reading: FE: Introduction Chap. 1 & 2 (vii-12)	Journal: Wednesday by 6:00 p.m. <b><u>(Jan. 23<sup>rd</sup>)</u></b>
<b>Week/Unit #3 Jan. 28<sup>th</sup>-Feb. 3<sup>rd</sup></b>	1. Reading: Chapter Two (WL) 2. Reading: FE: Chapter 4 (p. 19-24)	Discussion Post: Wednesday by 6:00 p.m. <b><u>(Jan. 30<sup>th</sup>)</u></b> Respond to at least one peer by 6:00 p.m. on Friday <b><u>(Feb. 1<sup>st</sup>)</u></b>
<b>Week/Unit#4 Feb. 4<sup>th</sup>-10<sup>th</sup></b>	1. Reading: Chapter Three (WL) 2. Reading: FE: Chapter 3 (p. 13-18), Chapter 7 (p. 37-43), Chapter 10 (p. 55-60) & Chapter 12 (p. 67-71)	Journal: Wednesday by 6:00 p.m. <b><u>(Feb. 6<sup>th</sup>)</u></b>
<b>Week/Unit #5 Feb. 11<sup>th</sup>-17<sup>th</sup></b>	1. Reading: Chapter Four (WL) 2. Watch one of your favorite T.V. shows and analyze it	Discussion Post: Wednesday by 6:00 p.m. <b><u>(Feb. 13<sup>th</sup>)</u></b> Respond to at least one peer by 6:00 p.m. on Friday <b><u>(Feb. 15<sup>th</sup>)</u></b>
<b>Week/Unit #6 Feb. 18<sup>th</sup>-24<sup>th</sup></b>	1. Watch video clips (found in journal) 2. Read and review Powerpoint in unit #6 3. Reading: FE: Chapters 5 & 6 (p. 25-36)	Journal: Wednesday by 6:00 p.m. <b><u>(Feb. 20<sup>th</sup>)</u></b>

<b>Week/Unit #7 Feb. 25<sup>th</sup>-March 3<sup>rd</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Five (WL)</li> <li>2. Take Body Image Quiz</li> <li>3. Read article on “Protesting Miss America”</li> </ol>	<p>Discussion Post: Wednesday by 6:00 p.m. <b>(Feb. 27<sup>th</sup>)</b></p> <p>Respond to at least one peer by 6:00 p.m. on Friday <b>(March 1<sup>st</sup>)</b></p>
<b>Week/Unit #8 March 4<sup>th</sup>-10<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Six (WL)</li> <li>2. Read and review Powerpoint</li> <li>3. Reading: FE: Chapter 11 (p. 61-66)</li> </ol>	<p>Journal: Wednesday by 6:00 p.m. <b>(March 6<sup>th</sup>)</b></p>
<b>Week/Unit #9 March 11<sup>th</sup>-17<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Seven (WL)</li> <li>2. Reading: Chapter Seven (WL) Reading # 41 “The Mommy Tax” by Ann Crittenden (pg. 342-349)</li> <li>3. Reading: FE: Chapter 9 (p. 48-54), &amp; Chapter 13 (p. 72-76) &amp; Chapter 14 (p. 78-84)</li> </ol>	<p>Discussion Post: Wednesday by 6:00 p.m. <b>(March 13<sup>th</sup>)</b></p> <p>Respond to at least one peer by 6:00 p.m. on Friday <b>(March 15<sup>th</sup>)</b></p>
<b>March 18<sup>th</sup>-24<sup>th</sup> Week/Unit #10</b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Eight (WL)</li> <li>Reading: FE: Chapter 8 (p. 44-47) &amp; Chapter 15 (p. 85-92)</li> </ol>	<p>Journal: Wednesday by 6:00 p.m. <b>(March 27<sup>th</sup>)</b></p>
<b>March 25<sup>th</sup>-31<sup>st</sup></b>	<b>EWC SPRING BREAK</b>	Enjoy yourself and be safe!
<b>Week/Unit #11 April 1<sup>st</sup>-7<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Nine (WL)</li> <li>2. Reading #50: “Prison Life: A Day” by Marilyn Buck (pg. 432-435)</li> <li>3. Reading # 51: “A Mother’s Love” by Andrea James (pg. 435-439)</li> </ol>	<p>Discussion Post: Wednesday by 6:00 p.m. <b>(April 3<sup>rd</sup>)</b></p> <p>Respond to at least one peer by 6:00 p.m. on Friday <b>(April 5<sup>th</sup>)</b></p>
<b>Week/Unit #12 April 8<sup>th</sup>-14<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Ten (WL)</li> <li>Read: “Human and Financial Cost of War” sheet (via email)</li> <li>2. <b>Analytical Paper</b></li> </ol>	<p>Journal: Wednesday by 6:00 p.m. <b>(April 10<sup>th</sup>)</b></p> <p><b>Analytical Paper: Due Monday, April 8<sup>th</sup> by 6:00 p.m.!</b></p>
<b>Week/Unit #13 April 15<sup>th</sup>-21<sup>st</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Eleven (WL)</li> <li>2. Reading: FE: Chapter 16 &amp; 17 (p. 93-104)</li> </ol>	<p>Discussion Post: Wednesday by 6:00 p.m. <b>(April 17<sup>th</sup>)</b></p> <p>Respond to at least one peer by 6:00 p.m. on Friday <b>(April 19<sup>th</sup>)</b></p>
<b>Week/Unit #14 April 22<sup>nd</sup>-28<sup>th</sup></b>	<ol style="list-style-type: none"> <li>1. Reading: Chapter Twelve (WL)</li> <li>2. Read and review PowerPoint</li> <li>3. Reading: FE: Chapter 18 &amp; 19 (p. 105-118)</li> <li>3. <b>Exam: Available to take April 21<sup>st</sup>-April 24<sup>th</sup></b></li> <li>4. <b>Note: Exam is located under unit #15</b></li> </ol>	<p>Journal: Wednesday by 6:00 p.m. <b>(April 24<sup>th</sup>)</b></p> <p><b>Take exam by April 24<sup>th</sup></b></p>
<b>Week/Unit #15 April 29<sup>th</sup>-May 3<sup>rd</sup></b>	<ol style="list-style-type: none"> <li>1. Reflection over the entire semester</li> </ol> <p>Note: this is a short week so please submit by Thursday for replies</p>	<p>Discussion Post: Wednesday by 6:00 p.m. <b>(May 1<sup>st</sup>)</b></p> <p>Respond to at least one peer by 6:00 p.m. on <b>Thursday (May 2<sup>nd</sup>)</b></p>

**The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced!!!**