

POSC 351
Contemporary Problems in American Government
WOMEN AND POLITICS

Fall 2002

Department of Political Science

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Office Hours: Tuesday 9:30 a.m. to 10:30 a.m., Wednesday 4:00 p.m. to 6:00 p.m.
Friday 8:00 a.m. to 11:00 a.m.
(and by advance appointment at other times)
Class Meetings: Tuesday and Thursday 11:00 a.m. - 12:15 p.m. Maury G-001

COURSE OVERVIEW:

POSC 351, Contemporary Problems in American Government is a three credit hour undergraduate elective political science course in Women and Politics. It is also cross-listed as WMST 495 (Special Topics in Women's Studies) and may be taken for approved credit as part of an eighteen (18) hour James Madison University interdisciplinary undergraduate minor in Women's Studies. This course includes a twenty-hour (minimum) service-learning component in which each student will become paired with a community agency/program or the JMU Women's Resource Center (for students lacking transportation) whose primary service, policy area or client group focuses on issues of particular concern to women or girls. This class uses gender as a category for political analysis to focus on changing societal and political roles, political participation and political activism in the United States. It provides a theoretical and practical framework for critical public policy analysis to examine ways political issues and public policies differently affect men, women and their families in American culture in the twenty-first century.

Another goal of this course is to actively involve students through service-learning in some form of political, electoral or public policy participation, particularly in "gendered" political or policy areas. Power Point transparency slides presented in this class and related political information are available on the course webboard located at <http://webboard.jmu.edu:8080/~wompolitics> and can be downloaded or printed for your convenience. These ARE NOT TO REPLACE class attendance but to facilitate classroom participation and informed discussion by freeing you from the need of excessive copying of notes.

POSC 351, Fall 2002 Women and Politics

The course will examine seven major political themes:

- (1) The historic political participation of American women in social movements from the Colonial period, Garrisonian feminism, Seneca Falls, as female abolitionists, for Women's Suffrage 1920 and beyond;
- (2) Success and failures incorporating women as full citizens and persons into the U.S. Constitution, the impacts and criticisms of second-wave U.S. liberal feminism (1960-1980s) on American public policy and the political remobilization and political resources of U.S. women;
- (3) Gender differences in patterns of political participation and political resources, voting/gender gap issues, campaigning, women's PACs, interest-group support;

- (4) The impact of female elected/appointed officials in the state and national legislatures, the bureaucracy and judiciary, the feminization of governing and leadership in states;
- (5) Analysis of gender impacts of the public policy making process and specific public policies impacting women and their families--domestic violence, economics, education, employment, family law/marriage and "no-fault" divorce, family rights issues and parental rights, health care, the feminization of poverty and "welfare reform", reproduction issues from abortion to medical reproductive technology, stem cells, ethical/legal issues involved in human cloning and sexual harassment issues;
- (6) Backlash movements to feminist political mobilization, women of the political right and anti-feminist political movements, their leadership and resources
- (7) Altering gender relationships: three different responses to liberal feminist political action, revisioning pro-feminist masculinity and responses of anti-feminist women of the political right to pro-woman political policies and activism

REQUIRED TEXTBOOKS:

There are four REQUIRED texts and occasional additional reserve article/book readings for this course. The required texts for this course are (1) *Women, Politics and American Society* by Nancy E McGlen, Karen O'Connor et al (3rd edition 2002) this text will be packaged with "Building Bridges, Student's Guide to Service-Learning" (by Doris Hamner, at no additional cost to you), (2) *Women's Rights in the U.S.A.: Policy Debates and Gender Roles*, second edition by Dorothy McBride Stetson (3) *Women and Elective Office (Past, Present and Future)*, second edition by Sue Thomas and Clyde Wilcox and (4) *Rethinking Masculinity Philosophical Explorations in Light of Feminism* by Larry May, Robert Strikwerda and Patrick Hopkins. These books are available at the University Outpost Bookstore on Port Republic Road. In addition the following four REQUIRED service-learning articles will be on reserve in the Carrier Library (1) *A Feminist Challenge to Community Service" A Call to Politicize Service-Learning* (Tobi Walker), (2) *The History of Women and Service in the United States: A Rich and Complex Heritage* (Helen Damon-Moore), (3) *The "Different Vocie" of Service* (Catherine Ludlum Foss) and (4) *Women's Studies and Community-Based Service-Learning" A Natural Affinity* (Patricia A. Washington).

COURSE REQUIREMENTS:

This course includes reading assignments, two written discussion memos (take home essays) and one one-half multiple choice half essay exams (no final exam), a service-learning component and a significant research paper with annotated bibliography. Students are required to actively participate in an instructor approved service-learning experience (of particular personal interest to them) for a minimum total of twenty hours. This service-learning component will include writing three brief papers. Active participation in one of three evening multi-disciplinary reflection sessions, scheduled Monday, Tuesday and Wednesday November 4, 5 or 6 (7:00 p.m. to 8:30 p.m.) is also required. These multidisciplinary service-learning reflection sessions will be held in collaboration with studetns from several other JMU service learning courses this fall which have been focusing on gender issues in speech communication, psychology and nursing/health research. In addition to the exam each student will prepare a fifteen to seventeen page term paper on the gender implications of a current political, public policy topic or social issue of specific personal interest.

Service-Learning component

Service-learning is a hands-on method of teaching where students learn and develop through active participation in thoughtfully organized community service. Service is integrated into and enhances the core substantive curriculum of this course. Structured time for students to reflect on this experience and relate it to coursework, personal development and civic involvement both here at James Madison Uuniversity and hopefully beyond graduation will be included.

Service-learning has three primary learning goals:

- (1) To link academic learning objectives with intentional service experience beyond the classroom (and campus),
- (2) To help promote personal growth and development
- (3) To foster a life-time commitment within the student to civil involvement and community service

In POSC 351 students are required to actively participate in an instructor approved service-learning project (of particular interest to them) as a volunteer for a **minimum** total of twenty hours. This service-learning should focus on politics, public policy, an election campaign, working with an interest group, the JMU Women's Resource Center, a JMU gender-oriented service program, or in a local government or private social service area directly related to gender (and politics). The Instructor will arrange for the JMU Community Service Learning staff to come to class to assist students in placements (outside of the two agencies which will partner with the course).

By October 1, 2002 students are required to write a 1-2 page overview paper on their placement agency, its relation to gender issues in the core curriculum of this course, the organization's history, structure, primary funding source/method, its services and the demographics of its primary client population. A second brief 1-2 page paper due October 29, 2002 should reflect on how the student's service-learning experience to that point meets, partially meets (or fails to meet) the goals of service-learning as discussed in class and based on two assigned readings on reserve in Carrier Library. This paper should include how the service learning experience relates to larger social/political issues involving gender concerns and how this experience has influenced or changed her or his attitudes, personal development or growth and the student's attitude toward continued civic service beyond this course requirement.

A final three page service-learning reflection paper is due Thursday November 21, 2002 (by which time service-learning hours should total a minimum of twenty-hours). This final service-learning reflection paper needs to relate the experience to gender political and policy issues and include signed documentation of hours worked to date (such as a copy of the time-sheet from Service Learning). A scoring grid of service learning reflection goals is attached in this syllabus for your information and guidance. Greater detail on this third paper will be distributed in class nearer to its due date. You should also carefully read chapter seven, *Writing Service-Learning Papers: What is Reflection, Exactly?* in the Hamner book before writing this paper. I strongly encourage you to select a service-learning assignment which personally interests **YOU** and has the potential to significantly contribute to the 15-17 page policy/politics research paper assigned in this course (details below). It will make it more interesting, more meaningful to you, higher quality ... and easier for you to complete. In addition, three one page policy discussion memos related to the readings and class discussion may be assigned during the term.

Prompt regular class attendance with informed participation in discussions based on the readings and personal opinion/experience as well as political/policy analysis is **NECESSARY** to do well in this course. I reserve the right to add unannounced in class quizzes on reading material if it appears students are not adequately reading and preparing for discussion topics. A hint, you can avoid this--by staying current with reading and participating thoughtfully in discussion and critical analysis of the assigned readings. A penalty of one half letter grade per class period will be deducted from any late paper, outline, bibliography or other work.

Policy Term Paper

A major (30%) component of this course is a 15-17 (no longer than 20 pages of text) page policy term paper **plus** an annotated bibliography worth a total of 600 points is due Thursday November 14, 2002. Intermediate deadlines for turning in parts of this paper are listed in this syllabus. The gender related political/policy topic should be a content area of particular interest to you personally. I encourage you to pick a topic related to your service-learning assignment in this course.

A half page hypothesis statement of two preliminary research topics of interest to you for further investigation at the library research tutorial as potential topics for your research paper due to the political science office (118 Maury by 4:00 p.m. Friday August 30, 2002). This assignment is worth a maximum of 25 points toward the paper. A paper proposal of four pages including a statement of the research problem/policy area to be considered in the paper, a detailed substantive outline of the research paper and a preliminary bibliography of at least ten scholarly relevant materials worth a maximum of fifty points (not mass media magazines) including the most recent books, articles and internet publications relating to the topic are to be turned in on Tuesday September 24, 2002. The term paper topic and the outline must be approved by the instructor. Each student is responsible to schedule an individual appointment with the instructor to discuss the paper topic and research plan between September 26 and October 8, 2002 worth up to forty points. Intermediate deadlines and due dates related to this research paper are on the next page.

Two and a half weeks after submitting the outline an annotated bibliography that describes a minimum of twelve different scholarly academic (primary source) works and how they will be used in the paper is due Tuesday October 15, 2002 worth up to a maximum of 100 points. The final term paper and an additional copy of the annotated bibliography are to be turned in to the instructor by 4:00 p.m. Thursday November 14, 2002. Students will also be required to give an informal 15-minute presentation on their policy interest, research paper and to facilitate a class discussion answering related questions from classmates during the last three weeks of class worth up to thirty-five points. Students absent without prior notice on their scheduled presentation day will receive a zero grade for this part of the paper project. A penalty of one half letter grade per class meeting will be deducted from any outline, paper, draft, bibliography or final paper turned in late.

Policy Term Paper Intermediate Deadlines and Other Due Dates:

Policy Paper Outline (up to 60 points) with preliminary Bibliography	Tuesday	September 24, 2002
Individual Meeting with Instructor (up to 40 points)	September 26 through October 8, 2002	
Service-Learning Overview Paper	Tuesday	October 1, 2002
Annotated Policy Paper Bibliography (up to 100 points)	Tuesday	October 15, 2002
Goals of Service-Learning Paper	Tuesday	October 29, 2002
Term Paper Due (paper up to maximum of 350 points)	Thursday	November 14, 2002
Discussion Memo 1	Tuesday	October 8, 2002
EXAM 1	Thursday	October 17, 2002
Service-Learning Final Reflection Paper (with required verification of service learning hours <u>and the feedback form on the back of it completed</u>)	Thursday	November 21, 2002
Discussion Memo 2 (none will be accepted late)	Tuesday	December 3, 2002

EXAMS:

There will be ONLY one traditional in-class exam consisting of multiple choice and short essay questions that integrate material from readings, lectures and class discussions, videos and any guest speakers. In addition there will be two Discussion Memos (take-home essay mini-exams). Any student with a documented learning or testing disability should notify me as soon as possible, and absolutely no later than September 19, 2002 of any special note taking or exam arrangements that may be necessary.

THERE WILL BE NO FINAL EXAM IN THIS COURSE

Exam Make-Up Policy:

Make-up exams will not be given except under the MOST DIRE conditions and in the most deserving cases when advance notice has been given to me by the student and when the unavoidable absence is documented to my satisfaction. Any make-up exam permitted (approved in advance) must be scheduled within one week of the original date of the exam in this syllabus. Make-up exams permitted by the instructor may be scored at 90 percent of their value (that is there is a ten percent or full letter grade penalty reduction for a permitted make-up exam). Any student missing an exam under other conditions will receive a zero for that test and a make-up will not be permitted.

OFFICE HOURS:

I will be available to any student for individual assistance, tutoring and consultation on research or other academic/personal matters as needed during my regularly scheduled office hours Tuesdays 9:30 a.m. to 10:30 a.m., Wednesdays 4:00 p.m. to 6:00 p.m. and Fridays from 8:00 a.m. to 11:00 a.m. in my office Maury 216. Please feel free to e-mail me with questions, comments, suggestions or to set up an individual appointment to see me, if needed, outside of my regularly scheduled office hours. My address is williaeg@jmu.edu my office phone is 568-6985, however I have not enabled voice-mail. Do not call the instructor at home, leave an e-mail message instead.

ATTENDANCE POLICY:

Because active critical discussion and class participation are so important to the success of this course students are expected to have thoroughly read assigned materials prior to the class meeting. On-time attendance at class lecture and exams is required and attendance will be taken. A maximum of TWO absences (taken at your discretion) will be permitted before any deduction will be taken in your course grade. Students who will be absent for religious holiday observances should advise the Instructor prior to the scheduled absence. I tried to avoid scheduling any exam on a religious holiday. If I have inadvertently created a religious conflict for you, see me within the first two weeks of class. Unexcused absences beyond these two will result in your course grade being reduced a half letter grade. Any student missing five or more classes may have their final course grade reduced a whole letter grade. The Instructor retains discretion in excusing absences. Medical absences beyond the two permitted will require documentation from an appropriate medical provider.

ACADEMIC HONESTY:

CHEATING WILL NOT BE TOLERATED. Cheating, plagiarism (representing some one else's work as if it is your own), bribery (paying or compensating someone else to do your academic work), misrepresentation (including faking documentation for absences or service learning hours) are violations of Section B of the James Madison University Honor Code related to academic dishonesty. Do not copy another's work or substantially copy authors' published works quoted or not as the bulk of your written assignments or term papers in this course. When you quote someone else's work be certain you give them credit and accurately cite it. Upon enrollment at JMU each student is automatically subject to the provisions of the Honor system and Honor Code.

Penalties range from reduced or failing grades on an assignment, an exam or the course, to suspension or expulsion from the University. I take academic honesty extremely seriously, it is a matter of personal and professional ethics. Anyone found cheating in my course **will be failed** and be referred to the JMU Honor Council. I am here to help you learn the material in this course, to develop your own ideas and research/experience on issues relating to gender that are of particular significance to you. This course offers each of us a lot of flexibility in the choice of gender related research topics and service-learning selection, it should be something you enjoy. I am happy to help tutor students having difficulty in this course.

POSC 351 Women and Politics Course Grades:

EXAM 1 Thursday October 17, 2002	25 %
Approved Service Learning Experience (includes three brief papers and <u>REQUIRED</u> documentation of hours worked) Due Thursday November 21, 2002	30%
Public Policy Research Term Paper (Due by 4:00pm Thursday November 14, 2002)	30 %
Two Discussion Memos (Take-home essay mini-exams)	10 %
Discussion Memo #1 Due Tuesday Oct 8, 2002	
Discussion Memo #2 Due Tuesday Dec 3, 2002	
Class Participation/Informed discussion	5 %

	100 %

THERE IS NO FINAL EXAM FOR THIS COURSE

***** THE LETTER GRADE SCALE FOR THIS COURSE MAY BE ALTERED *****
depending upon whether any exams are curved. At this time I intend the
following scale to apply.

93 - 100 %	A	73 - 77.4	C
90 - 92.9	A-	70 - 72.9	C-
87.5 - 89.9 %	B +	67.5 - 69.9	D +
83 - 87.4 %	B	60 - 67.4	D
80 - 82.9	B-	Less than 60%	F
77.5 - 79.9 %	C +		

No "I" (incomplete) grades will be given for this course.

Students who have not turned in portions of required work (Service Learning Papers/timelogs, the Term Paper or Discussion Memos will receive zeros for those components and receive the resulting course grade based on the work submitted.

POSC 351 WOMEN AND POLITICS

Fall 2002

TENTATIVE TOPICAL OUTLINE AND READING ASSIGNMENTS¹

TEXTS	O'Connor =	Women, Politics and American Society
	Hamner =	Building Bridges, Student's Guide to Service-Learning
	Stetson =	Women's Rights in the U.S.A.
	Thomas =	Women and Elective Office (edited)
	May =	Rethinking Masculinity
	Assigned Reserve readings from AAHE Service Learning in Political Science	
		AAHE Service Learning in Women's Studies
		DuBois, Feminism and Suffrage, parts of chapter 1

(Subject to minor change to accommodate guest speakers, weather cancellations and class progress.)

Women and the Political Process

1. Week 1 (Aug 27/29, 2002) Class introduction, syllabus review, overview and discussion.

Antebellum and modern Women's Movements in America

Read: O'Connor Introduction: Women's Movements in America (p 1-16)

"Women's Rights Before the Civil War" *Feminism and Suffrage*, Ellen Carol DuBois, Chapter 1, Pages 21-41 on reserve in Carrier Library.

Tuesday: Video: Towards Equality
Video: Selections from One Woman One Vote (PBS, 1995)

**APSA Thursday: I will be OUT OF TOWN today. ASSIGNMENT: By 4:00 p.m. Friday (August 30) turn in to 118 Maury Hall(Political Science office) for my folder a half page (paragraph each) written hypothesis statement of two preliminary topic/issue/policy idea(s) you are seriously considering for your research paper (25 points).

FOR TUESDAY SEPTEMBER 3, 2002 READ

"A Feminist Challenge to Community Service" *A Call to Politicize Service-Learning*, Tobi Walker
Hamner, Chapter 1, "Benefits of Service-Learning for the Student"
Hamner, Chapter 4, "Finding A Placement"

2. Week 2 (Sept 3/5, 2002) Political Rights/Suffrage

Tuesday: Service Learning Center: Mr. Rich Harris.
Options for Service-Learning Placements
(YOU WILL NEED to begin your service-learning within the next two weeks, so you can write the paper due October 1, 2002 and complete your service by mid November, so you can focus the last half of the term on your research paper.)

Thursday: Read: O'Connor, Political Rights/Suffrage (Chapter 1, p 1-42)
O'Connor, Chapter 3, p 105-114

3. Week 3 (Sept 10-12, 2002) Women's Political Resources

I will BRING your preliminary topic papers with feedback to this session. Bring a few written IDEAS (a sentence or two each, to turn in) of topics you might want to pursue as your research paper, to investigate at this research training/orientation session.

Tuesday: Library Research Orientation, Mr. Gordon Miller,
class will meet in the computer classroom third floor Carrier
Library.

** If your last name begins with (A-M) meet at 11:00am - 11:30am

** If your last name begins N-Z meet at 11:45pm - 12:15pm

Thursday: Read: O'Connor pages 67-78 and Stetson Chapter 3, p 59-69.
"The History of Women and Service in the United States, A Rich and Complex Heritage", Helen Damon-Moore
Center for the American Woman and Politics (CAWP) e-mail alert sign-up information, factsheets and website information.

4. Week 4 (Sept 17-19, 2002) Bringing Women into the Constitution

Tuesday: Read: Stetson chapter 2, pages 21-54
Stetson Chapter 3, p 69-83

Thursday: Read O'Connor Chapter 2, pages 78 - 104
Hamner, Chapter 2, "*Benefits of Service-learning for the Community*"
Hamner, Chapter 3, "*Costs for the Service-learner: Strategies for Avoiding Difficulties*"
Hamner, Chapter 5, "*Helpful Skills for the Service-learner*"
ERA Video

POLICY PAPER OUTLINE with Preliminary 10-item Bibliography Due Sept 24, 2002

Schedule an individual 15-minute appointment with the Instructor during the next two weeks (Sept 26-October 8, 2002) to discuss proposed policy paper topic outline and preliminary bibliography.

5. Week 5 (Sept 24-26, 2002) Women's Political Participation and Campaigning

Tuesday: Read O'Connor Chapter 2, pages 104 - 111
Thomas #1 Women Becoming Candidates (1-25)

Thursday: Thomas #2 Campaign Finance (Barbara Burrell).
#3 Gender and "Air Wars"(Leonard Williams)
Political Advertising/Media (p 26-55)
Hamner, Chapter 8, "*Writing Service-learning Papers: On Avoiding Some Common Mistakes*"

HANDOUT Guidelines for ANNOTATED Bibliographies.

Service-Learning Overview Paper (1-2 pages) Due Tuesday Oct 1, 2002

Paper is to include a description of the service agency, its primary goals, services provided, demographics (gender, race, ethnicity, age, social-economic status, etc.) of its majority client base, its organizational structure/funding, and in particular how the main issues/policy/social problem(s) addressed by the agency related to gender issues and concerns. (An example, relate poverty issues to the "feminization of poverty/women and particularly their dependent children), or childcare/social class and employment issues to wider employment policies in particularly affecting families/family leave, parental leave policies etc., education (to Title IX, or other issues), criminal justice (related to violence against women), reproduction etc. to major social issues/policies and their differing impacts by gender.

6. Week 6 (Oct 1-3, 2002) Women in State Legislatures and State-wide elective office

Tuesday: Read: Thomas, #7 The Geography of Gender Power
(Norrande/Wilcox p 103-117)
Thomas #5 Are All Women State Legislators Alike?

(Kathleen Dolan/Lynne E Ford, p 73-86),
"*The Different Voice of Service* (Foss)
Video: Electing Women/Campaign advertising

6. Week 6 (Oct 1-3, 2002) Women in State Legislatures/State-wide elective office (continued)

Thursday: Read Thomas #6 Are Women State Legislators Different? (Carey, Niemi, Powell p 87-102), #10 African-American Women in State Elective Office in the South (Marsha J Darling, p 150-162). Handout on Female Governors (To be assigned)

Discussion Memo #1 Due Tuesday October 8, 2002

7. Week 7 (Oct 8-10, 2002) Female Legislators and Congress Members

Tuesday: Read Thomas #11 Feminization of Leadership in State Legislatures (Marcia Lynn Whicker/Malcolm Jewell, p 163-174), Getting Things Done Women Committee Chairpersons in State Legislatures (Cindy Simon Rosenthal, p 175-187),

Thursday: Read Thomas #9 Representing Women's Interests in the and U.S. House of Representatives (Debra L Dodson, p 130 - 149), #8 Women at the National Level (Janet Clark, p 118 - 129), Center for the American Woman and Politics handout. Excerpts from Women Transforming Congress video

12-Item Annotated Bibliography Due TUESDAY October 15, 2002

8. Week 8 (Oct 15-17, 2002) Female Attorneys, Judges and Justices -- Engendering Justice?

Tuesday: Female jurisprudence, from law-school, to practice, so few partners, fewer judges (justices) Readings to be assigned.

Thursday: In-class EXAM #1 (half multiple-choice, half essay)

PART II Women/Gender and Public Policy Issues

9. Week 9 (Oct 22-24, 2002) Gender Difference Research/Women and the Public Policy Process

Tuesday: Read Stetson Chapter 1 (p 1-20) and Thomas #13 In a Different Voice: Women and the Policy Process (Kathlene, p 188-202), May (Part One readings 1 and 2).

Thursday: Read "*Women's Studies and Community-Based Service-Learning A Natural Affinity*" (Washington) Hamner, Chapter 7, "*Writing Service-learning Papers: What is Reflection, Exactly?*"

Goals of Service Learning Paper DUE Tuesday October 29, 2002

In this paper focus on how your service learning experience to date relates to (or doesn't relate well to) the major themes in the required materials on reserve in the Carrier Library and from the Building Bridges book. (Especially consider issues in the Walker, Foss and Washington articles.) Offer some constructive feedback and analysis on two of the articles. How do the articles relate to your attitude on service learning and civic involvement? What changes (if any) are you seeing in your own personal attitudes because of your service learning experience in this course so far?

10. Week 10 (Oct 29-31, 2002) The Struggle for Employment and Educational Rights
Gender Equity Issues in Education, Title IX, Single-gender schools,

Tuesday: Read O'Connor, Chapter 3 (pages 123 - 140),
Stetson, Chapter 7 (p 224-232)

Thursday: Read O'Connor, Chapter 4 (p 140-156, 163-172 and 189-198)
Stetson, Chapter 5 (p 137-172)

11. Week 11 (Nov 5-7, 2002) Affirmative Action, Sex Discrimination, Sexual Harassment in the Workplace and Wage Discrimination

ATTENDANCE WILL BE TAKEN AT THE **REQUIRED**
Multidisciplinary Reflection Meetings This Week

REFLECTION Meetings: Mon, Tues, Wednesday Nov 4,5,6
7:00 p.m. to 8:30 p.m. (Room To be announced)

Tuesday: Read Stetson, Chapter 7, (p 233-251)
O'Connor, Chapter 3 (p 148-163)
O'Connor, Chapter 4 (p 178-189 and 199-234)
Affirmative action video clips

Thursday: Read Stetson, Chapter 9 (p 316-320)
O'Connor, Chapter 6 (p288 - 301)
Sexual Harrassment/VOA video clips

12. Week 12 (Nov 12-14, 2002) The Changing Role of Parenting, Marriage, Domestic Partners and Dual Career Couple Issues

Tuesday: Read: Stetson, Chapter 8 (p 257-272)
May, Reading 7 (p 119-134)
May, Reading 11 (p 193-208)

Thursday: Read: Stetson, Chapter 8 (p 273-288)
Stetson, Chapter 9 (p 320-326)
Stetson, Chapter 6 (p 173-193)
O'Connor, Chapter 6 (p 301-332)

TERM PAPER AND BIBLIOGRAPHY DUE

4:00 p. m. DEADLINE Thursday November 14, 2002

ATTACH AN ADDITIONAL COPY OF FINAL ANNOTATED BIBLIOGRAPHY

Late papers will be reduced by one half of a letter grade per class meeting day they are late, no term papers will be accepted AFTER Thursday November 21, 2002.

13. Week 13 (Nov 19-21, 2002) Reproductive Issues, Abortion, Reproduction Technology
Human Cloning/Stem Cells, etc.

Class Presentations of Research Topic/Findings start here.

Tuesday: Read: O'Connor, Chapter 5 (p 246 - 262)
 Stetson, Chapter 4 (p 95-116)
 May Reading 9 (p 161-172)
 May Reading 10 (p 173-190)

Thursday: Read: O'Connor, Chapter 5 (p 262 - 283)
 Stetson, Chapter 4 (p 114-136)
 Stetson, Chapter 9 (p 289-313)
 May Readings 5 and 6 (p 79-118)

Service Learning Reflection Papers (and complete evaluation form, time-log)
DUE Thursday November 21, 2002

14. Week 14 (Nov 26-28, 2002)

THERE WILL BE NO IN-CLASS MEETING TUESDAY Nov 26, 2002
This is in exchange for the required attendance and informed participation in
the Multi-disciplinary evening service learning reflection meetings Nov 4,5, or 6, 2002.

Leave Early, and enjoy your Thanksgiving Holiday, you've earned it!!
Be Safe, see you next week. Dr. Williams

Discussion Memo #2 Due Tuesday December 3, 2002

15. Week 15 (Dec 3-5, 2002) Education and Economic Issues--The Economic Status
of Women and the "Feminization" of Poverty in the U.S.

Tuesday: Read: Stetson, Chapter 10 (p 333-368)
 O'Connor, Chapter 4 (p 209 - 234)

Thursday: Read: O'Connor Chapter 7, The Future of the Movement
 (p 283-293) Thomas #14, Into the Twenty-First
 Century: Will Women Break the Political Glass Ceiling
 (Schroedel/Mazumdar, p 203-219).

Service-Learning Reaction Paper due no later than November 21, 2002.

THERE WILL BE NO FINAL EXAM IN THIS COURSE !!

**You may pick up any remaining graded work (Discussion Memo #2's, etc.) at my office 216 Maury Hall
anytime Monday - Thursday of final exam week.**