Texas Woman’s University
Department of Women’s Studies

WS 2013-50 Gender and Social Change
an Introduction to Multicultural-Women’s Studies
On-line in Blackboard
Spring 2010
(last updated 1/28/10)

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**Course Description:** The philosophies, experiences, voices, realities, and narratives of women have been systematically excluded from academic knowledge within the disciplines of the university. The feminist movement of the 1960s and 1970s recognized this as a lack in general college education; and feminists struggled for the inclusion of women’s realities. Out of this struggle came the creation of women’s studies, an interdisciplinary academic program. WS 2013, Gender and Social Change, demonstrates the ways in which women have been excluded from academic knowledge and presents a different perspective within the history of knowledge. WS 2013, Gender and Social Change, examines the position of women through many disciplinary lenses including sociology, psychology, art history, literature, film, anthropology, ethnic studies, economics, and so on. This course covers such topics as women’s history, social roles, economic lives, body images, media presentations, health, political power, human rights, education, and activism.

A significant part of WS 2013, Gender and Social Change, is the inclusion and understanding of social difference and diversity, based upon such social cleavages as race, ethnicity, gender, sexuality, disability, age, income, citizenship status, and religion. While women may have commonalities based on their gender, they also face many divisions based upon such social differences and hierarchies that influence their experiences. WS 2013, Gender and Social Change, also challenges the categories of biological sex and cultural gender. Physical and social differences between men and women have overwhelmingly been used to justify differential treatment; this class questions how these concepts have been created, enforced, and experienced. Finally, we will begin to sharpen our critical thinking skills by deconstructing commonly held assumptions, understanding the significance of power hierarchies, and the impact of social institutions upon daily life.

**The Core Curriculum:** This course fulfills the core curriculum requirement for Multicultural-Women’s Studies and a Global Perspectives competency graduation requirement.

**Multicultural-Women’s Studies Objectives:** [http://www.twu.edu/academic-affairs/multicultural-ws-objectives.asp](http://www.twu.edu/academic-affairs/multicultural-ws-objectives.asp)

The objective of courses in a multicultural-women’s studies component of a core curriculum is to introduce students to areas of study which enlarge their knowledge and appreciation of the diverse, multicultural world in which they live. Such courses should also examine social institutions, norms, and practices for their impact on the status and roles of women. The courses should approach these areas of study from a feminist/social-justice perspective which reflects women's experiences, ideas, issues, and needs as valid in their own right.

The term "multicultural," as it refers to the core curriculum, is defined broadly, to include disability, economic status, gender, nationality, ‘race’/ethnicity, region, religion, and sexuality. Multicultural-women’s studies may be interpreted as applying to courses
focusing primarily on women’s issues and including relational explorations of four or more cultural perspectives; at least two must be traditionally under-represented. Multicultural-women’s studies courses assist students in understanding the responsibilities of living in a culturally diversified world.

Through courses within a multicultural-women’s studies component of a core curriculum, the student will be able to:

- Demonstrate an understanding of culture (the acquired skills, beliefs, perceptions, behaviors, and practices specific groups of people employ) and knowledge of cultural domains: the norms, understandings, concepts of reality, values, and worldviews held by members of specific cultures.
- Develop basic multicultural understanding, empathy, and communication.
- Understand the responsibilities of living in a multicultural world.
- Demonstrate knowledge of some of the ways existing social inequalities develop, function, and change as well as an understanding of possibilities for social change.
- Understand gender (as culture) in relation to the larger world through examination of the similarities and diversities of women historically and multicultural.
- Develop some understanding of the diversity in feminist and/or social-justice theories.
- Understand and be able to identify some of the intersecting dynamics of disability, economic status, gender, nationality, "race"/ethnicity, region, religion, and sexuality.


Global perspectives refer to skills, knowledge, and attitudes in areas such as global dynamics, non-western worldviews, international systems and events, and global cultures. Ideally, it includes the ability to communicate effectively in a second language. The objective of the global knowledge and perspectives requirement is to increase students’ understanding of people and cultures different from the native culture. Courses approved for this requirement must include a major focus on global perspectives and should enable students to demonstrate mastery of the majority of the following student learning outcomes. Students will

- Demonstrate the awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective.
- Demonstrate understanding of cultural civilization complexities that can alter the interpretation of world events.
- Demonstrate understanding of prevailing world conditions, developments and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts.
- Demonstrate the knowledge, values and skills needed to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.
• Demonstrate knowledge of one’s own political system, players, and events as well as international systems, leaders, and events.
• Demonstrate an increase in interest about international developments, ability to express empathy and/or feelings of kinship about others, and degree of comfort in foreign situations.
• Demonstrate the ability to alter one’s communication and responses to reflect another’s communication style and thus build relationships.

Course Objectives: By the end of the semester, the student will be able to:
1. Demonstrate understanding of concepts such as sex, gender, gender identity, sexuality, oppression, sexism, racism, misogyny, heterosexism, transphobia, feminism, privilege, and imperialism.
2. Demonstrate understanding of how interlocking systems of oppression operate, and be able to explain how it is possible to be both subordinated and advantaged in that matrix.
3. Demonstrate knowledge of the major questions that animate the field of Women’s Studies.
4. Demonstrate understanding of the responsibilities of living in a multicultural world.
5. Demonstrate enhanced skills in articulating ideas in writing. [Adapted from Dr. Judy Rohrer’s syllabus]

Required Texts:

Class Format and Use of Blackboard: This course will be conducted asynchronously via Blackboard at TWU (occurring at different times rather than at the same place and time). Blackboard can be accessed through either http://twu.blackboard.com or http://online.twu.edu. You could mark one of these URLs as a bookmark in your computer system. You can also access a link to Bb from the main TWU home page: http://www.twu.edu.

Blackboard is a web-based, course delivery system that provides private space on the web server that is used for members of this course. No one has access to the “space” except for those who are registered for the class. The space that is set aside for our course includes space to post comments and questions, access course grades, send email messages to others in the course, view links to outside resources, and submit writing assignments.

To access the Bb system, you’ll need a user ID and password. Your user ID and password will be the same as your Pioneer Portal user ID and password. If you do not have a Portal user ID, you will need to create one immediately. Go to http://portal.twu.edu, click on the button to create a portal account, and follow the instructions. For more information about getting started with an online course, see
For technical assistance, contact the TWU Helpdesk at 940-898-3971 or helpdesk@twu.edu. You can also go to the Mega Lab on the 2nd floor of the MCL building for help.

**Access to Internet and Word Processing Software**
You will need to have regular Internet access to participate in this course. Although you do not need extensive experience with computers or the Internet, you do need to have a basic familiarity with web browsing, personal computers, and the Internet. Click here for the minimum computer requirements: [http://www.twu.edu/de/computer-requirements.asp](http://www.twu.edu/de/computer-requirements.asp). You will need to make sure that your internet service provider and Web browser will work together with Blackboard. If you wish to participate in Blackboard courses from your place of employment, this may be difficult if there are firewalls at your workplace.

**Internet Explorer 8 is not compatible with all features in Blackboard. You should use Internet Explorer 7 or Mozilla's Foxfire as your Web browser.**

You also will need to have access to word processing software. You should submit documents in one of the following formats: Microsoft Word (preferred) or RTF (rich text format). Please do not submit files in Microsoft Works (.wks) or Word Perfect (.wps), since I may not be able to open them.

**Email**
Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. **You are responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal (TWU) email account.** All email sent through the Blackboard system will automatically go to your TWU address unless you have forwarded your address. You can change your email address in Blackboard under Personal Information, Edit Personal Information. It’s also possible to forward your Pioneer Portal email account to another email address. Follow the instructions under “My Settings” after logging in to Pioneer Portal.

Not checking or forwarding email sent to your TWU email address is not a valid excuse for missed or late assignments.

**Participation**
Internet-based courses have unique opportunities and challenges. All of our class time will take place in the “virtual space” represented by the Blackboard system. Our interactions in Bb will be text-based and will be asynchronous (occurring at different times rather than at the same place and time).

Since our written contributions in Bb will be posted electronically and accessible to all participants, each of us will have the opportunity to contribute to this course and respond...
to each others’ contributions perhaps in more thoughtful and carefully considered ways than we might be able to do in our face-to-face classroom sessions, where interactions will be more spontaneous. We’ll also have the opportunity to refer back throughout the semester to what we have written in earlier weeks, so that we can build on our ideas.

However, since our communication medium in Bb will be through the use of written words, we will not be able to make use of body language and other cues to help us interpret each other’s words in Bb. Therefore, responses that we post need to be carefully written, thoughtful, and respectful. We’ll need to pay attention to both what we say and how we say it. Your postings should be well-written with few or no typographical or grammatical errors. Language and symbols commonly used in texting should not be used when posting in the Discussion Board forums.

Before making any postings to the Discussion Board, you should read and follow the guidelines about “netiquette” (rules of online communication) found here: http://www.twu.edu/de/how-to-be-successful.asp. This site also includes helpful tips for success in online courses.

**Time Management**

While there are many unique benefits to web-based and hybrid courses, there are also unique challenges. Research indicates that distance education courses require self-disciplined time management skills and that web-based courses require a greater time commitment from students than traditionally structured courses. Therefore, do not underestimate the time commitment that you will have to make to be successful in this class. In addition, it is important to recognize that you may need to be more self-motivated to keep up with the reading and completing assignments, since you will not have the pressures of face-to-face class sessions to motivate you to complete the work. It will be important to keep up with your work on a regular basis. Moreover, it is important to keep in mind that the more time that you spend on this course the more you will gain from it.

In order to help ensure your success in the course, I expect you to read the Discussion Board Forums, check Announcements, and check your email for course-related announcements regularly (usually once a day). I’ll use Bb for posting information and links relevant to the week’s reading as well as for posting announcements, reminders, and/or changes in the schedule.

**Assignments:**

Students can access the discussion board on the main menu by clicking on “discussion groups” and entering the group which you are able to access by clicking on the group name. Exams will appear in a menu button titled “exams” and must be taken within the dates of that week and will appear and disappear during their scheduled time.

- **2 exams (multiple choice questions; each exam 100 points = 200 total)**
- **14 Blackboard Posts (250 words minimum; 10 pts each = 140 total)**
- **28 Blackboard Response Posts (100 words minimum; 5 pts each = 140 total)**
1 Wiki (2 Contributions to wiki; 20 points each = 40 points total)

2 exams: Timed: 2 hours, must complete in one period. There will be a mid-term (March 8-14) and final exam (May 3-13); each will have 35 multiple choice and True/False questions and one short essay question. These questions will ask you to reflect on the material covered in the textbook, to show an understanding of the material, and to develop an ability to critically think about the topics. To find exams: on the left-handed navigation bar, click the “exams” folder. The exam will be available (visible) during the week of the exam. Please complete the exam earlier in the week to avoid any technical difficulties or submitting late. All exams are due by Sunday at noon (Central Standard Time) of that week.

14 Blackboard discussion postings: (1 per week by Thursday 10pm CST for 14 weeks; 10 pts each = 140 pts total)
Groups: Students will be divided into three groups within this course named Yellow, Red, or Black. You can access your group by clicking the group button on the main menu. You will be sent an e-mail by your group leader assigning you to a group. Only the group you are assigned to will allow you in. Each group will have its own discussion board that will be facilitated and evaluated by its assigned group leader (the instructor-of-record or GA). Each group leader will be responsible for evaluating students in her/his group and will be the primary person with whom you should communicate about course assignments. You will be reading and responding to your fellow group members throughout the semester.

14 total postings on the discussion board are required from each student. Each posting must be a minimum of 250 words. Each week, there is a new forum under which to post a new thread (click on the + Thread button). Title your new thread with the topic. Each posting must include specific references to the assigned readings; direct quotes and references to ideas in the text must cite specific page numbers and the author or authors names parenthetically in the text (Shaw and Lee 134). Each week, you are assigned to write one posting for a total of 10 points. For specifics on what to address in your posting, please refer to the weekly announcement and PowerPoint for guidelines. (Optional: you can do your discussion board posting as an mp3 audio file or a video podcast that you attach to the discussion board; same grading criteria apply). Each posting will be graded on a ten point scale. You will be graded on these criteria: minimum 250 word count (2 pts), spelling & grammar (2 pts), MLA format (2 pts), quality discussion of text (2 pts), tactfulness/appropriate language (2 pts). Please be respectful in your posting; inappropriate discussions or hate speech will not be tolerated.

28 Blackboard Response Posts: (2 per week on Sunday noon CST for 14 weeks; 5 pts each = 140 pts total) Log into your group listed on the menu and enter the discussion board. Each week, you will respond to two of your group mates’ postings by Sunday at noon CST. These postings will be a minimum of 100 words each and will include a response to your group-mate, a discussion of assigned texts, and your insight. Please include quotes from the textbook in MLA format.
Each posting will be graded on a five-point scale. **You will be graded on these criteria:**
minimum 100 word count (1 pts), spelling & grammar (1 pts), MLA format (1 pts),
quality discussion of text (1 pts), and interaction/response to classmate (1 pts). Response
postings are due by noon on Sunday CST. You can also include links to other relevant
websites and online videos. Please be respectful in your posting; inappropriate
discussions or hate speech will not be tolerated.

All postings should be written first in a Word document, spell checked, edited, and saved
on your personal computer as file listed accordingly: Thompson_Week1_discussion_post. You are responsible for keeping a copy of all your
submitted work. You may be asked to submit work again, so keep all documents on hand.
You are encouraged to back up all your Word documents on an external hard drive, or
online, at places such as gmail.com documents. These postings are a graded assignment,
and as such, should be carefully written—this is not a casual or sloppy posting.

**Template for MLA format:** In-text citation: (Shaw and Lee 234). Works cited:
Voices, Feminist Visions.* Ed. Susan Shaw and Janet Lee. New York: McGraw-

Voices, Feminist Visions.* Ed. Susan Shaw and Janet Lee. New York: McGraw-

**Wiki of Advertisement Images (40 points):** We will learn how to use the wiki tool to
examine images of women in advertisement. The wiki button will be listed on the left
hand side menu. When the wiki opens, simply click “edit” on the top right corner. There
will be different pages based on the categories that are defined in Jean Kilbourne’s film
*Still Killing Us Softly, 3,* (access in video links). Select images from magazines or the
web, make sure they are 500 pixels in length or less, and cite the source of the image.
Discuss how the image represents gender and/or race and how it relates to Kilbourne’s
discussion. You will add two different images to the wiki and a very short discussion of
the images directly under the picture that mentions why it fits into this category, how the
image represents gender and/or race, and the source of the image (approximately 3
sentences). The image should be different than those posted by other students; if your
image has already been posted, please look for a different image. Once you have posted
your wiki images, e-mail and inform your group leader in order to be graded by including
a description of your posting and/or attach images. Each picture will be worth 20 points,
for a total of 40 points. **All postings for the women in advertisement wiki are due on
April 4th noon CST.**

**Extra Credit Opportunity (10 points max):** For extra credit, you can send a “quality” link
that is directly relevant to the course materials for consideration. Links can be for
websites, organizations, videos, etc. You can submit the link to your group leader for
consideration along with a short paragraph that directly connects this link with the
assigned material. If the link is not deemed of “quality” (i.e. a personal website without
relevance to the larger world) then no points will be awarded. Each link will be worth one point, for a total maximum possible of ten points. These links may be added to our course links listed on the main menu.

**Grade Chart:**
Final course grades will be assigned as follows:
Total Points: 500

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-60%

**Late or Missing Work:**
Late work is not accepted. In cases of extreme situations (i.e. hospitalization), I may make arrangements for students to make up work on a case by case basis.

**Referrals:** If students find any of the material covered in class to be emotionally distressing, they have immediate access to sources of professional support, counseling, and therapy services: TWU Counseling Center, West Jones Hall, 940-898-3801; Project REV (Resources for Ending Violence), Jones Hall, 940-898-2744; and Counseling & Family Therapy Clinic at (940) 898-2600, HDB 114.

**Disability Support Services:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu ) in order to obtain the required official notification of your accommodation needs. Please email me to present necessary accommodations and how my course requirements and activities may impact your ability to fully participate. Houston and Dallas students are encouraged to use campus phones to dial 8-1-3835.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries at http://www.twu.edu/library/tutorial/plagiarism/player.html.

**Turnitin: Plagiarism Detection Tool:** In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does
not determine whether or not a paper has been plagiarized. Instead, that judgment must
be made by the individual faculty member. All required assignments in this course may
be checked for plagiarism using Turnitin.com.

**Course Conduct:** Since the class relies on Blackboard discussions about potentially
sensitive topics, it is important to be respectful to one another. While we do not all have
to agree on particular perspectives, we must create a safe space for discussion and
individual expression. Always write with respect for one another. While an online course
lacks a great deal of context for our words, it is important that we pay attention to the
ways in which we write and how it could affect people. Personal attacks will not be
tolerated. Any inappropriate posts will be flagged and can be taken down without notice.

**Working in Groups:** The students will be divided into three groups within this course.
Each group will have its own discussion board that will be facilitated and evaluated by its
assigned group leader (the instructor-of-record or GA). Each group leader will be
responsible for evaluating students in her/his group and will be the primary person with
whom students will be encouraged to communicate.

Feel free to contact your group leader with any questions, concerns, or comments. E-mail
is preferred (see first page for contact information) and we will respond within 24-48
hours. You can also make an appointment to meet with your group leader in their office,
or call your group leader’s office number listed above. On all e-mails, write in the subject
line “2013.50” and be sure to include your first and last name.

**TWU Resources:**

**Write Site**—Located at CFO 131. Call 898-2341 for appointment with writing
assistance.

**Online Writing Lab**— [http://www.twu.edu/writesite/OWL.asp](http://www.twu.edu/writesite/OWL.asp) This service will provide
you with writing assistance online and through e-mail. You can submit your papers to
owl@twu.edu.

**Library**— The mission of the TWU library is to provide global information services,
education, and resources for teaching, learning and research at all levels to prepare
students for success in their professional and personal lives.
• Access to online resources is 24/7 with your TWU Pioneer Portal account.
[http://www.twu.edu/library](http://www.twu.edu/library)
• Students may request books and journal articles. Journal articles are delivered in
electronic format and books by mail.
[http://www.twu.edu/library/services/ill_services.htm](http://www.twu.edu/library/services/ill_services.htm)

**Technical support**— Should you run into any problems with Blackboard, contact
TWU's Help Desk at 940.898.3971 or [https://portal.twu.edu/helpdesk/](https://portal.twu.edu/helpdesk/) You will need to
log-in to TWU's Pioneer Portal to access most of the Help Desk resources at TWU. You
may also email questions to the help desk at helpdesk@twu.edu. The Help Desk also has
the Help Desk chat button allowing you to access online assistance.
The Virtual Student Services Center (VSSC)—has been created especially for students to find information quickly. Financial aid, traffic conditions, commuter services, and other information sources are available via the VSSC. This web page can be accessed directly at http://www.twu.edu/commuter/virtual-student-services.asp or by logging into Blackboard and clicking the VSSC tab.

Tentative Schedule of Assignments:

Some changes in this schedule may occur based on opportunities and obstacles that we may encounter. Any changes will be announced in Blackboard. It is your responsibility to stay up-to-date with the schedule.

Week 1: January 19-24

- Introduction to course and syllabus
- **View:** week 1 PowerPoint/Podcast (includes Bb assignment)
- **Movie:** I was a Teenage Feminist (http://www.youtube.com/watch?v=D2uxLaCCc)
- **Read:** “Chapter 1: Women’s Studies,” 1-24.
- **Due:** Blackboard posting #1 (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 2: January 25-31

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **View:** Office of Intercultural Services PowerPoint
- **Penguin Atlas:** Part One: Women in the World, 9-19
- **Due:** Blackboard posting #2 (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 3: February 1-7

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Due:** Blackboard posting #3 (Postings due Thursday 10pm; Responses due Sunday by noon CST)
Week 4: February 8-14

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Due:** Blackboard posting #4 (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 5: February 15-21

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Due:** Blackboard posting #5 (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 6: February 22-28

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Penguin Atlas:** Part Four: Body Politics, 45-59
- **Due:** Blackboard posting #6 (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 7: March 1-7

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Movie:** Defending A Choice for Women (http://www.youtube.com/watch?v=MAG5zzmT4F0)
- **Movie:** When Abortion Was Illegal: Untold Stories (http://www.archive.org/details/when-abortion-was-illegal)
- **Penguin Atlas:** Part Three: Birthrights 33-43
- **Due:** Blackboard posting #7 (Postings due Thursday 10pm; Responses due Sunday by noon CST)
Week 8: March 8-14

- **Due: Mid-term exam** (Take exam before noon Sunday CST)

Week 9: March 15-21

- **Spring Break**

Week 10: March 22-28

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Penguin Atlas:** Part Two: 21-31
- **Due: Blackboard posting #8** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 11: March 29-April 4

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Movie:** *Still killing us softly*, 3
  (http://video.google.com/videosearch?q=%E2%80%A2%09Movie%3A+Still+killing+us+softly%2C+&emb=0&aq=-1&oq=#).
- **Due: Wikis** (all postings due on wiki by Sunday noon CST)
- **Due: Blackboard posting #9** (Postings due Friday 10pm; Responses due Sunday by noon CST)

Week 12: April 5-11

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **View:** Project REV PowerPoint (In PowerPoint folder)
- **Due: Blackboard posting #10** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

Week 13: April 12-18

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
This Nation Really Thinks of Motherhood,” 641-649; “She Who Believes in Freedom,” 650-656.

- **Movie:** *Shirley Chisholm: Un-bought and Un-bossed*  
  [http://www.youtube.com/watch?v=FzM8fgRD124](http://www.youtube.com/watch?v=FzM8fgRD124)

- **Due: Blackboard posting #11** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

**Week 14: April 19-25**

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Due: Blackboard posting #12** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

**Week 15: April 26-May 2**

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Penguin Atlas:** Part Six: To Have and Have Not, 75-91
- **Due: Blackboard posting #13** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

**Week 16: May 3-9**

- **View:** weekly PowerPoint/Podcast (includes Bb assignment)
- **Penguin Atlas:** Part Seven: Power, 93-107
- **Due: Blackboard posting #14** (Postings due Thursday 10pm; Responses due Sunday by noon CST)

**Week 17: May 10-14**

- **Due: Final exam** (Thursday 5 p.m.)