“The first problem for all of us, men and women, is not to learn, but to unlearn.” Gloria Steinem

GENERAL EDUCATION COMPETENCY AREA: Interdisciplinary Capstone: Integrative Seminar in Ethics and Values

Professor: Dr. A. Canfield  
Office Hours: Mondays: 9-10:15 am  
Phone: 792-2362  
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Thursdays: 8-9 am  
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Course Description
Women faced a rapidly shifting world in the 20th century. Their individual rights expanded in numerous ways, yet new ideas regarding “womanhood,” “femininity,” “equality,” and “women’s place” questioned the ethical values different parts of society placed upon women as a group. Ethics are defined as a body of moral principles or values held by or used to govern a culture, group, or individual. This course will be an examination of the diverse ethical issues women and society confronted in the 20th century, focusing on similar and conflicting experiences women of different races, class backgrounds, cultures, and sexual orientations faced. Students will examine major issues in the 20th century as these issues challenged society’s overarching values and ethics in areas such as working women and wage discrepancies, suffrage, birth control, education, racism, feminism, political activism (and political apathy), motherhood, domestic violence, and sexuality. Keep in mind that different groups and individuals define “womanhood” and “femininity” very differently, and we will consider how these different views shaped larger cultural responses and ethical views. While much of the course focuses on women in the United States, we will also be discussing how some of these same issues played out on the international stage. One of the goals of the course is to give students a larger historical and literary perspective to help them consider contemporary ethical issues facing women and society.

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

- Read and evaluate concepts and perspectives related to ethics and values.
- Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.
- Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
- Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

Course Objectives

- Gain a solid understanding of the ethical issues facing women at different times in the 20th century.
- Increase research and analytical skills in examining key issues in women’s lives (both public and private) in the 20th century.
- Enhance comprehension of women’s changing statuses through different time periods.
Readings
- *Passing*, by Nella Larsen
- *Mrs. Bridge*, by Evan. S. Connell
- *The Handmaid’s Tale*, by Margaret Atwood
- Other readings (available on BlackBoard or online as noted in the course schedule)

Course structure:
This class is divided into weekly modules, and is roughly chronological through the 20th century. The modules are based, for the most part, on chapters from the textbook, *Women and the American Experience*, but there will be additional readings most weeks, too. Every module has a listed set of goals/objectives to clarify what students are expected to learn. Modules open on Sundays, and will stay open for two weeks. All of the assignments are due during the second week. While there is some overlap of modules being opened, the general thought is that students should not be working too far ahead or behind other students. This will help discussions. Please see the course calendar and the schedule within the syllabus for due dates of specific items.

Within each module, there is a mini-lecture (in written format) that will provide additional content or analysis to help you understand and interpret the readings from the book. Sometimes the lectures will provide links to more information or to videos. Make sure that you read each lecture and click on the links. For each module, students will take a reading quiz and participate in a discussion forum online. Participating in a discussion forum means that you will also read other students' comments and engage in a conversation with them; this means you can't just post your own comment and get full points. Discussion forums are to be, as the name implies, discussions. There should be some give and take between students. See below and the discussion forum rubric for more specific details. In addition to the quizzes and weekly discussions, there will be two short papers and a longer research paper due.

Course Requirements and Grading
Reading quizzes: Because so much of this course is based on readings and the online discussions, I want to make sure that everyone has done the assigned reading and is well-grounded in context so they can participate fully. To help achieve this, students are required to take content quizzes over the textbook readings for most weeks, unless otherwise noted in the quiz description and in the course schedule (see schedule for specific deadlines). For some weeks, the quizzes will be over the non-textbook readings. The quiz descriptions will note what material each quiz covers. These quizzes are multiple-choice and are due on Wednesdays. There will be thirteen quizzes for the semester. The quizzes are each worth 10 points, and I will drop your four lowest scores. Total points for quizzes, then, will be 90 points (nine quizzes @ 10 points each). Make sure to read each quiz description so you know exactly what material the quiz will cover. You can use your readings for each quiz.

Discussion: Most weeks will have an online discussion based on that week’s reading. I will provide short prompts to generate discussion, but the goal is that students bring up aspects of the reading that stood out to them or brought up more specific ethical considerations. Students are required to write at least a one-paragraph response to the initial prompt. Make sure that you fully answer the question(s) posed, that you address all the readings assigned for the week, and that you consider ideas of “ethics” in your response. Each response also needs to include, in at least one sentence, what you see as the major ethical issue women and/or society faced during the time period covered in the readings. In addition, to ensure that this truly is a “discussion,” I require that you also respond to what other students have posted. Your initial response is worth twenty points, and your responses to other students are worth an additional ten additional points. There will be thirteen discussion forums, worth 30 points each. I only require that students participate in discussions for 9 of the 13 discussions. I can either drop your four lowest scores, or you can
skip discussion forums for four weeks. You must post an initial response in a forum before you participate in discussion. You CANNOT just respond to other students’ posts for discussion points; if you have not posted your own initial response, I will not grade your responses to other. Discussion forums constitute 270 points (9 discussion forums @ 30 points each). There is no hard and fast rule as to exactly how long your posts need to be or how many other students posts you need to respond to for full points, but a general rule of thumb is to aim for around 400 words for your initial response and to respond to at least three other students. Quality matters more than quantity, though, so keep this in mind. There is a rubric for how I will grade your posts on the course introduction page that deals with content, analysis, and etiquette for discussion forums. In your response to other students, you need to respond fully and not just type a quick, “I agree!” or “Great post!” Again, please see the rubric. Each discussion thread prompt will open with its corresponding module on Sunday and your responses will be due during the module’s second week. Your initial response is due on Monday of the second week, and your responses to other students’ posts are due on Thursday. The only exception to this is for Module 2, because of the Labor Day holiday. Your initial response will be due on Tuesday, and responses to others due by Friday. I want these discussions to be student-led, so while I will provide individual feedback to each student when I grade your discussion, my participation in the discussions will be limited. I will try to only jump in if I see conversations getting derailed or to provide more context or a different perspective.

**Additionally, you are required to respond to an introductory discussion forum. This response is worth ten points and is due by noon on Friday, August 28. This will be used as enrollment verification for the course.**

**Think piece essay on a novel:** I believe that novels (and popular culture in general) can both reflect larger trends in society and also help shape society and common views. Novels in particular can help bring attention to specific issues in a safe, non-threatening manner. They allow for fictional characters to explore ideas and issues, which paves the way for the beginnings of a discourse on those issues. In this light, then, you are required to read three fictional novels over the course of the semester: *Passing*, *Mrs. Bridge*, and *The Handmaid’s Tale*. Each of these is set during a different era and deals with ethical issues facing women and society during that time period. You need to read all three novels, participate in class discussions on all of them, and write a response think piece essay on ONE of them.

This paper is designed to improve your writing skills, your critical analysis skills, and your understanding of different themes and ethical choices in women’s lives. For this paper, focus on a theme of your choosing that the book featured and explore what this theme (and the book in general) reveals about societal perceptions of women. Ideas for you (potentially) to consider: what the novel contributes to the general understanding of women’s place(s) in society, how it treats women and ideas of gender in general, views on childbirth and patriarchy, and/or sexuality. There are many potential avenues you could explore for this paper; I want you to write about something that really stood out to you. I do not want a book summary of each novel. You should be able to sum up the basic plot of the book in TWO paragraphs. The rest of your paper needs to focus on a theme and explore the book’s contributions in that light. This paper needs to be 3-5 pages and is worth 100 points. There will also be a discussion forum on BlackBoard so that you can discuss with other students the novels. For the discussion forum for each, you are required to post a short response that summarizes your analysis (or highlight the theme that you chose) and respond to other students. Your participation in each of these discussion forums is worth 30 points (20 points for your initial response, and 10 points for your responses to others), for a total of 90 points for the discussions on the three novels.

*Passing*, by Nella Larsen, is set in the 1920s. This decade was full of change for women. The novel deals with race issues at a time when the nation as a whole moved into modernity. The author is part of the Harlem Renaissance, an artistic movement led by African-Americans who sought to use art as a
way to discuss race in the United States. The novel deals with racial perceptions (specifically, mixed-race individuals) and the cultural and social reasons behind “passing” for a different race. It contends with racism, identity confusion, social class standings and expectations, and women’s limited opportunities. This paper is due September 29. Your initial discussion post on this novel is due by September 22 and your responses to others are due by September 25. *Mrs. Bridge*, written by Evan S. Connell, takes place from the 1920s-1940s. It was written in the 1950s, and reflects much of the angst that some middle- and upper-class women felt during a time of “consensus.” The novel deals with a housewife’s growing dissatisfaction with her life and her isolation as she seeks to cling to her values in a changing world, while questioning her place in her family, her community, and society. The think piece on this novel is due on November 3. Your initial discussion post on this novel is due by October 27 and your responses to others is due by October 30. The final novel, *The Handmaid’s Tale*, is by Margaret Atwood. It deals with the last quarter of the twentieth century. This book is a dystopian novel, and is concerned with the impacts of the feminist movements of the 1960s and 1970s as well as the backlash against feminism in the 1980s. This paper is due on December 8. Your initial discussion post on this novel is due by December 1 and your responses to others are due by December 4.

**Film response:** Films have the power, just as novels, to shape and reflect society’s views on given topics. There are numerous films that depict women’s changing lives in the 20th century, and for this assignment you need to provide a critical review of a film that focuses on women and ethics. Under the assignment “Film Response,” there is a list of films from which to choose. While I encourage you to watch as many of the films as you can at some point, you are only required to write a paper on one of them. For the paper, briefly (in one or two paragraphs) summarize the film’s plot and characters, and then move on to a critical analysis of the film. What did it reveal about views on women? Ethical dilemmas? Gender roles? Make sure you provide a bit of context, too, to place the film in the 20th century. There will also be a discussion forum on BlackBoard so that you can discuss with other students films that they saw or perhaps bounce ideas off of each other. Your initial response within this forum is worth 20 points, and your responses to others are worth 10 points. Your initial response is due by November 15, and your responses to others are due by November 18. This 3-5 page paper is due by November 20 and is worth 100 points.

**Final paper:** This paper is the major project for the course and is worth 250 points. This 8-10 page paper will take the place of a final examination for the course. It is a culmination of everything the class has read and discussed over the semester, and as such should incorporate class readings, discussions, and any other information. I expect outside research for this paper, as well, including other secondary sources (email me if you need title and author suggestions) and perhaps even primary sources (newspapers, club notes, government documents, etc.). The topic is of your own choosing, but whatever your topic, I want you to deal with the following two questions in your final paper: (1) How has gender both limited and expanded women’s opportunities during the 20th century? and (2) How have different ethical concerns impacted women’s opportunities? Your paper must consider the whole of the 20th century, no matter what your topic is. For example, if you choose women working in wartime, you cannot focus exclusively on World War II. I want you to reflect on the numerous changes women and society faced in the 20th century; dealing with just one era will not allow you to do so.

I want each student to guide her or his own research, and so you must come up with a way to frame your topic and paper in a manner that reflects your own interests as well as a manner that considers the differing ideas of ethical issues concerning women in the 20th century. Potential topics include women working outside of the home, changing views of housework, birth control and/or abortion, political involvement, racism, feminism, women’s roles in wars, prostitution, the fight for equal rights (or, more specifically, the Equal Rights Amendment), gender roles in popular culture, the role of religion, wage discrepancies, changing views of femininity, etc. (See the course description above for other ideas).
The following assignments are designed to ensure that students are completing their research in a timely fashion. You cannot skip any of these assignments and you cannot hand in a subsequent assignment without completing the one before it. This means that you cannot skip the topic proposal and head straight to the proposed outline assignment; you will simply have to go back and do the first assignment (although, with my late policy, this might mean receiving no actual points for the assignment). I will provide an example of both the topic proposal and the proposed outline under the “Final research paper” link so you can see how to approach each of them. Under the “Final research paper” link so you can see how to approach each of them. To submit the topic proposal, the proposed outline, the OPTIONAL rough draft, and the final research paper, click on the “Final research paper” link under Assignments.

First, you will need to hand in a **topic proposal**. This should be just a short, one-paragraph description of your topic. Why did you choose this topic? What do you think (early in the semester, so don’t worry if this changes) the major ethical issues for women in this topic are? My objective is to help you focus your research a bit more at this point. When I grade this assignment, I will also provide you with research suggestions, including some sources. The goal of this assignment is to make sure that you are beginning to consider your research project early enough to fully complete all of your research. This proposal is due **September 18**, and is worth 15 points.

Next, you need to hand in a **proposed outline** of your paper. The goal of this assignment is to make sure that you have considered how to frame your work in terms of writing. If you want feedback on your larger argument or theme, you can ask for assistance within this assignment. A good way to do this is to also hand in your introductory paragraph, so I can see how you are setting up the paper (although this is not required). This assignment is due on **November 10** and is worth 45 points.

The next potential step is to hand in a **rough draft** of your paper. This is a recommendation, but not a requirement. If you choose to hand in a rough draft, it must be submitted no later than **December 6**. This is worth a bonus of 30 points, but again is not required.

Your **final paper** should use information from class discussions, lectures, course readings, and (primarily) outside research. It needs to be well-researched with a strong argument that is identified and articulated clearly. The paper needs to demonstrate a firm grasp of the topic, incorporate ideas of ethics, respond to the larger questions posed in the assignment, and contain relevant and accurate evidence. It is a formal paper and cannot include any first person references (I, we, me, us, our, etc.) or contractions. This 8-10 page paper is due by **Tuesday, December 15, by midnight**. No late work will be accepted. This paper is worth 250 points.

**Miscellaneous class information**

**Late assignments:** Assignments are due on the day noted on the course calendar, although you can always submit early. Late work will be accepted, but will lose five points for each day late, including weekends. There is a two week window for late work. Meaning: if an assignment is due by September 2, I will not accept it after September 16.

**Classroom Etiquette**

Basic “rules of respect” will be observed at all times in this course. Some of the discussion prompts or responses might bring up sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, class, gender, religion, and politics. Since ethics are open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in interpretation with evidence. They must be targeted at ideas and they must be delivered respectfully. Personal attacks against individuals **will not** be tolerated. You can expect the same respect from me that I expect from you. Please see the rubric on discussion forum assessment for further details.
Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Email: I recommend that you use the course email to contact me, but if that is not working for some reason, make sure you use my correct email (aecanfield@lcsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. I am not responsible for emails sent to an incorrect address. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get the email. You can also use the course email. I only check my work email during work hours (Monday-Friday, 8am-5pm), so don’t worry if you don’t get an immediate response from me to an email sent in the evening or on the weekend.

Also, when emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. I am not your buddy; I am your professor. Use correct grammar and punctuation. Again, you are not sending a text message to a friend. Always proofread and spell check your message. Do not send an email until you have used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. If you need to contact me, email is typically the best way to get the quickest reply. You can always call my office phone, as well.

Academic Integrity: Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (the use of someone else’s words or ideas without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student will fail the course. No exceptions.

Feedback: Your quizzes will be graded as soon as you submit them; however, until the quiz closes, you will not be able to see correct answers. Once the quiz has closed, I will allow students to see all the correct answers. For discussion posts, you will receive feedback and grades within seven days; this means seven days following when responses to others students’ were due. For all other assignments, you will receive feedback and grades within two weeks (but my aim is closer to one week). If for some reason I am unable to meet these deadlines, I will announce it to the class. Barring any unforeseen emergencies, though, this shouldn’t be a problem.

Course expectations: In general, I expect college students to be self-directed and self-motivated learners. This is even more important in an online class. You need to successfully manage your time and keep on top of all assignments and due dates. Please take responsibility for your own learning. For this class, I expect you to be logged on at least two times a week and you should expect to spend between 9-12 hours per week on this course. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). The same expectation holds for this course. I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me. Some weeks have heavy reading loads or more assignments due than others. I suggest looking at the course calendar at the beginning of the semester to chart out your time. Reminder: you do not need to take each quiz, participate in every discussion, or provide a Supreme Court case brief on all the cases. There may be some weeks that are assignment-heavy for other courses—keep this in mind when planning which quizzes, discussions, etc., you will do. Also keep in mind that working on your final research paper will take time at the end of the semester. Plan accordingly.
**Incomplete policy:** I understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete Grade (I) in certain circumstances, however, you will only have one semester to make up the work before the I turns into an F grade. To receive an incomplete, you need to meet with me to discuss the issues and options, and then make a “formal” request (an email is fine). You need to have completed at least 60% of the work for the course (including written assignments, participation, and attendance). Please see me as soon as you can if you believe you will need an incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well.

**Technical Support:**
For help with Blackboard:
- Blackboard helpdesk: 208-792-2635 or blackboard@lcsc.edu
- Helpdesk hours: M-F from 8am-5pm, PST
- e-Learning website: [http://www.lcsc.edu/e-learning/](http://www.lcsc.edu/e-learning/)

For help with LCMail and WarriorWeb:
- IT Helpdesk: 208-792-2231 or helpdesk@lcsc.edu
- IT Helpdesk hours: M-F from 8am-12pm and 1pm-5pm
- IT Helpdesk website: [http://www.lcsc.edu/it/for-students/](http://www.lcsc.edu/it/for-students/)

**Academic Support Services:**
- TRIO Academic Services: [http://www.lcsc.edu/trio/current-trio-students/](http://www.lcsc.edu/trio/current-trio-students/)
- LCSC Library: [http://www.lcsc.edu/library/](http://www.lcsc.edu/library/)

**Good dates to keep in mind:**
- Sept. 4: Last day to add classes or drop without “W” grade on transcript
- Sept. 7: Labor Day (campus closed)
- Oct. 23: Midterm grades posted to WarriorWeb
- Nov. 5: Last day to drop from classes or withdraw from college for the semester
- Nov. 23-27: Thanksgiving break
- Dec. 21: Final grades posted to WarriorWeb

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Additional LCSC information/Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015
Course Schedule:

August 23-29  
Introductory Module: Introduction to Ethics and Values for 20th Century Women
Readings:  
- Lecture notes
Due:  
- Introductory Discussion, August 28

August 30-September 5  
Module 1: Women at Work (turn of the century)  
Readings:  
- Lecture notes  
- Chapters 9 and 10, Women and the American Experience  
Due:  
- Initial post for Discussion 1, August 31  
- Quiz 1, Sept. 2  
- Responses to other students’ discussion post 1, September 3

***September 4 is the LAST day to drop class without a “W” grade on your transcript***

September 6-12  
Module 2: Rise of the New Woman  
Readings:  
- Lecture notes  
- Chapters 11 and 12, Women and the American Experience  
- “The Yellow Wallpaper” by Charlotte Perkins Gilman (BlackBoard)
Due:  
- Initial post for Discussion 2, September 8  
- Quiz 2, September 9  
- Responses to other students’ discussion post 2, September 11

September 13-19  
Module 3: Feminism and Suffrage  
Readings:  
- Lecture notes  
- Chapters 13 and 14, Women and the American Experience  
- 1906 Life editorial on woman suffrage (BlackBoard)
Due:  
- Initial post for Discussion 3, September 14  
- Quiz 3, September 16  
- Responses to other students’ discussion post 3, September 17  
- Topic proposal, September 18

September 20-26  
Module 4: Cross-Currents: The 1920s and Nella Larsen’s Passing  
Readings:  
- Lecture notes
• Chapters 15 and 16, *Women and the American Experience*, (pages 355-412)
• “The Case for Birth Control” by Margaret Sanger (BlackBoard)

**Due:**
• Initial post for Discussion 4, September 21
• Initial post on *Passing*, September 22
• Quiz 4, September 23
• Responses to other students’ discussion post 4, September 24
• Response to other students’ posts on *Passing*, September 25

**September 27-October 3**

**Module 5: The Great Depression**

**Readings:**
• Lecture notes
• Chapters 17 and 18 (to page 449), *Women and the American Experience*, (pages 413-449)
• “Will Women Lose Their Jobs” by Norman Cousins (BlackBoard)

**Due:**
• Initial post for Discussion 5, September 28
• Think piece on *Passing*, September 29
• Quiz 5, September 30
• Responses to other students’ discussion post 4, October 1

**October 4-10**

**Module 6: World War II**

**Readings:**
• Lecture notes
• Chapter 18 (page 449 to the end), *Women and the American Experience*
• “1943 Guide to Hiring Women” (BlackBoard)

**Due:**
• Initial post for Discussion 6, October 5
• Quiz 6, October 7
• Responses to other students’ discussion post 6, October 8

**October 11-17**

**Module 7: The Role of Consensus: Post-War Ideas of Women**

**Readings:**
• Chapter 20 (pages 484-494), *Women and the American Experience*
• “The Cold War and the ‘Feminine Mystique’” by Sara Evans (BlackBoard)

**Due:**
• Initial post for Discussion 7, October 12 (only over pages 449-468)
• Quiz 7 *(this quiz will only cover Evans’ piece, “The Cold War and the ‘Feminine Mystique’”)*, October 14
• Responses to other students’ discussion post 7, October 15

**October 18-24**

**Module 8: Civil Rights and Women’s Roles**

**Readings:**
• Lecture notes
• Chapter 19, *Women and the American Experience*,
• “How It Feels to be Colored Me” by Zora Neale Hurston (BlackBoard)

Due:
• Initial post for Discussion 8, October 19
• Quiz 8, October 21
• Responses to other students’ discussion post 8, October 22

October 25-31
Module 9: High Expectations, 1950-1975 and Evan S. Connell’s Mrs. Bridge
Readings:
• Lecture notes
• Chapter 20, Women and the American Experience
• “The Problem That Has No Name” by Betty Friedan (BlackBoard)
• Excerpt from Power of the Positive Woman, by Phyllis Schlafly (BlackBoard)

Due:
• Initial post for Discussion 9, October 26
• Initial post on Mrs. Bridge, October 27
• Quiz 9, October 28
• Responses to other students’ discussion post 9, October 29
• Response to other students’ posts on Mrs. Bridge, October 30

November 1-7
Module 10: Second-Wave Feminism
Readings:
• Review Chapters 19 and 20, Women and the American Experience
• Roe v. Wade (case summary)

Due:
• Initial post for Discussion 10, November 2
• Think piece on Mrs. Bridge, November 3
• Quiz 10 (only over the Roe v. Wade case summary), November 4
• Responses to other students’ discussion post 10, April 9

***November 5—Last day to withdraw from classes or college for the semester***

November 8-14
Module 11: In Search of Equality: Since 1975
Readings:
• Lecture notes
• Chapters 21 and 22, Women and the American Experience, (pages 528-578)
• Backlash: The Undeclared War Against American Women, by Susan Faludi (introductory chapter) (BlackBoard)
• “The Impact of Title IX” by Barbara Winslow (BlackBoard)

Due:
• Initial post for Discussion 11, November 9
• Proposed outline for final research project, November 10
• Quiz 11, November 11
• Responses to other students’ discussion post 11, November 12
November 15-21
Film discussion week: Make sure you have watched your film from the list of choices, and participate in discussions with others.
Due:
- Initial post for film discussion, November 15
- Response to other students’ film posts, November 18
- Film response paper due, November 20

**Thanksgiving Break, Nov. 22-28**

November 29-December 5
Module 12: The Backlash of the 1980s and “Having it All?”
Readings:
- Lecture notes
- “No Hair Apparent” by Jen Bauer (BlackBoard)
- “Why Women Still Can’t Have It All” by Anne-Marie Slaughter (Blackboard)
Due:
- Initial post for Discussion 12, November 30
- Initial post on The Handmaid’s Tale, December 1
- Quiz 12, December 2 (over ONLY “Why Women Still Can’t Have It All”)
- Responses to other students’ discussion post 12, December 3
- Response to other students’ posts on The Handmaid’s Tale, December 4

December 6-12
Module 13: And Here We Are: Women in the 21st Century
Readings:
- Lecture notes
- Chapters 23 and 24, Women and the American Experience, (pages 579-599)
- “Open Letter to Phyllis Schlafly from 12 Year-Old Madison Kimrey” (Blackboard)
- “Facts and Fallacies About Paycheck Fairness” by Phyllis Schlafly (BlackBoard)
Due:
- Rough draft (optional!), December 6
- Initial post for Discussion 13, December 6
- Think piece on The Handmaid’s Tale, December 8
- Quiz 13, December 9
- Responses to other students’ discussion post 13, December 10

Final research papers due by midnight on Tuesday, December 15.
NO LATE PAPERS ACCEPTED