

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

**Women's Issues (19:910:564)
Spring 2020
Master Syllabus**

Instructor's name:
Office location:
Phone number:
E-mail:
Office Hours:

I. Catalog Course Description

Examines intersections among gender, race, class, and sexuality; the institutional factors and values of society that impact on personal roles, status, and discrimination of women; and the social and individual problems that affect women because of their gender. Feminist theories and feminist practices that facilitate institutional and individual changes are discussed.

II. Course Overview

This is an elective course focused on gaining an understanding of the condition and status of women in our society. The course will analyze the institutional forces and values that affect women's development, roles, and status in today's world. Emphasis will be placed on how these factors relate to the practice of social work on the micro, meso, and macro levels. The course will examine how the traditional stereotypes and psychological theories of women have established norms and values, and frequently, have led to misconceptions and limitations of female capacities. Course content includes consideration of the nature of gender discrimination as it intersects with other biases such as ageism, racism, classism, and homophobia. Various theories of feminism will be discussed, and current issues in the field will be addressed.

III. Place of Course in Program

This course is an elective.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals*

for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

1. Demonstrate Ethical and Professional Behavior
 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
2. Engage Diversity and Difference in Practice
 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice
 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - Engage in practices that advance social, economic, and environmental justice

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethics, diversity, human rights and social, economic, and environmental justice through the study of feminist theories, intersectionality, discrimination, and gender-related issues in social work practice.

Upon completion of this course, students will be able to:

1. Articulate diverse feminist theories and the history of the feminist movement.
2. Describe the concept of multiple layers of discrimination based on the systems of gender, race, class, and sexuality (i.e., intersectionality).
3. Apply the concept of intersectionality and analyze how gender-based norms, values, and practices are perpetuated in social institutions.
4. Evaluate how women's life experience and outcomes are affected by gender-based norms, values, and practices in social institutions.
5. Integrate insights on gender-related issues into social work practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

By completing this course, you will satisfy the requirements for school-wide Learning Goal #1 and 2.

VII. Required Texts and Readings

There is no one textbook that is adequate for our purposes, given the breadth of our work on women's issues in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals.

Course reserves can be accessed at <https://www.libraries.rutgers.edu> To find your course reserves there are two methods:

Method one:

In the QuickSearch box on the Libraries Homepage (libraries.rutgers.edu) type the Course NAME or the Course Number (for example, Women's Issues OR 19:910:564) and select Course Reserves in the autofill drop down. On the results page, on the left, you can SORT by TITLE of the item/reading or by AUTHOR.

Method two:

On the Libraries homepage, click the Advanced Search link on the right under the QuickSearch box. Mark the Course Reserves radio button, and then you can search by course name, course number, or by title of the reading.

For further instruction, [please click here to view a video tutorial.](#)

VIII. Course Format

While this course is founded upon student participation – a critical aspect of your grade – it will utilize lectures, educational videos, student discussions and presentations. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. It is important that everyone feel free to participate in classroom activities,

discussion, and assignments. Learning involves dialogue and exchange, taking chances, sharing new ideas with others. Whether you recognize it or not, all of you are experts in some arenas of social work practice. All students are encouraged to participate through discussions in class, both small and large groups, and with the instructor.

This course requires graduate level reading, writing, and analytical skills. Students are to come to each class prepared to actively participate in discussions about reading assignments. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Respect for others in the classroom. Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are “politically correct” lines of thought that cannot be challenged. Let us attempt to struggle for intellectual growth and mutual respect as we endeavor in this process!

IX. Course Policies

Attendance: Students are expected to attend class (and be on time), which is essential for learning from lecture and class discussions, and for socialization to the profession of social work. Attendance and participation will affect 10% of the course grade. *Students who miss more than a total of 3 classes will not receive a passing grade for the class.* Students who leave during the break will be marked as absent for that class. Absences because of religious holidays are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

Use of electronic devices: The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

Instructors, please revise this cell phone/laptop policies as you wish.

X. Course Assignments and Grading:

There are 5 assignments for this course.

- 1. Journal (20%):** Students are expected to keep a one-page weekly journal for two readings each week (1/2 page per reading). The journal is a place to reflect upon the readings you

selected for that week. The journal is due the day prior to the class meeting each week. It is due every week.

2. **Attendance and discussion facilitator (10%):** All students are expected to lead class discussions at least once. The student(s) need to facilitate class discussion by preparing discussion questions and issues based on the assigned weekly readings. It is due every week.
3. **Film Reflection Paper (20%):** Students are required to provide a reflection paper based on a film that deals with women's issues. While connecting the topics discussed in the class, students are required to write what the contents of the film indicate for women's issues related to social work profession. Requirements of the paper include the following.
 - 1) Connect the contents of the film to the topics discussed in the class and readings.
 - 2) Identify and discuss how women are portrayed in the film & what you think of those portrayals.
 - 3) Identify and discuss how social system (family, neighborhood/community, workplace, government, societies, public policies, etc) treat women & what you think of those treatments.
 - 4) Discuss how particular situation/content/process of the film contents might be re-framed toward a more feminist approach.
 - 5) Discuss broad implications of the film for gender related issues and/or social work practice of the film.
 - 6) Remember the following as well:
 - Provide your full name and the title & year of the film on the front page
 - At least 5 pages long
 - Should be coherent, logical, and well-written, typo-free papers
 - Should use subheadings, organizing your discussions & thoughts
 - Should not contain summary of the film
 - Should be as concrete and specific as possible - referring to particular images, scenes, motifs, etc. in the film
 - The film reflection paper is due on the 8th class and should be posted in Canvas.
4. **Final Research Paper on Women's Issues (40%):** Students will be required to select a topic of their interest that concerns an issue relevant to women. This can be an issue discussed in class, or something else that is pre-approved by the instructor. They need to research the topic in depth and provide information on the scope and impact of the issue on girls/women, as well as potential treatment or programmatic solutions. The requirements are the following.
 - 1) First, choose a topic of your interest that is closely related to women's social and economic, and political status in our society.
 - 2) Identify and discuss the importance and significance of the topic.
 - 3) State "what is it, exactly, regarding the topic that you want to research in the paper" (e.g. the issue as a social problem, theory that explains the problem, policy responses, effectiveness of policy responses, guidelines for practice, etc).
 - 4) Review the literature thoroughly & systemically.
 - 5) Discuss policy and practice implications of the contents of your research.

- 6) Conclude your paper by offering brief summary of your paper (in a couple of sentences) and your final thoughts on the topic.
- 7) Remember the following as well:
 - Normally around 12-15 pages long
 - Should be coherent, logical, and well-written, typo-free papers
 - Should use subheadings, organizing your discussions & thoughts
 - Should have introduction as well as conclusion sections
 - Should cite all others' work (scholarly publications are preferred) that you used
 - Should follow APA writing style
 - The final research paper is due on the last day of class and should be posted in Canvas

5. Final paper presentation (10%): All students will be asked to present their final papers in the last two class sessions in a professional manner. It is due on the last two days of the class and the power point materials should be posted in Canvas prior to the presentations.

Grading:

Grading for this MSW course is as follows:

92-100 =	A	82-86 =	B	70-76 =	C
87-91 =	B+	77-81 =	C+	0-69 =	Failed (F)

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. It is a very good idea to write a draft of your papers and then make an outline of your draft before preparing final versions. This helps assure that your paper is flowing in a coherent manner and that you are effectively making and supporting your main points.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure of how to cite sources, please see the instructor. *Remember that plagiarism is a serious offense and violates the standards for academic integrity.* **Written assignments are graded based on the following criteria: (a) Thoroughness and completeness of content; (b) Clarity and logic of presentation; (c) Evidence of critical thinking; (d) Quality of writing.**

Late Assignments: All assignments are due at the beginning of class on the date assigned. Grades will be reduced by 10 points if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor **PRIOR** to the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

XI. Library Resources:

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course.

Some library tools that may be of particular relevance to this course:

Under the main library website, check out the following:

<http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml>

- a. *The Electronic Reference Sources* under the **Reference** link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).
- b. *Subject Research Guides* under the **Research Resources** link. The *Social Work* category contains links to *Government Resources* (state and federal websites relevant to policy research) and numerous other resource sites and reference collections.
- c. *RefWorks*, a web-based bibliography and citation manager.

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus khartman@rci.rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@andromeda.rutgers.edu, 973-353-5909; **Vibiana Cvetkovic** is at Camden, Robeson Library: bowman@camden.rutgers.edu, 856-225-2832. They are all available to meet with students.

XII. Writing Assistance:

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. <https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

<http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.

<http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XIII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. An additional mid semester evaluation may be distributed.

You are also encouraged to provide me with feedback on the course content and format during each class session, as well as during my office hours: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated?

XIV. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, 848-932-4423 or lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade, shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu>.

XV. Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who do not agree should contact the course instructor immediately.

XVI. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XVI. Inclement Weather Policy

In the event of inclement weather, students should call the University to see if classes have been cancelled. If the University is operating, the instructor will attend class. Students should contact the instructor if weather or driving conditions make it impossible for them to get to class so that accommodations can be made as necessary.

XVII. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XVIII. Course Content and Reading Assignments

Session 1: Why Do We Need Women's Issues?

Weekly overview:

This week we will focus on getting to know each other so that we will be able to engage comfortably in intellectual and constructive discussions later. We will learn some of the important concepts that will recur throughout the course and discuss why women's issues are still very important to us.

Weekly objectives:

1. Identify your classmates and instructor and their respective interests and backgrounds.
2. Discuss why gender specific issues (women's issues) are still relevant in the 21st century.

Readings

Hess, C., Milli, J., Hayes, J., Hegewisch, A., Mayayeva, Y., Roman, S., Anderson, J., & Auger, J. (2015). *Status of Women in the United States*. Institute for Women's Policy Research. Available at <http://statusofwomendata.org/wp-content/uploads/2015/02/Status-of-Women-in-the-States-2015-Full-National-Report.pdf> (please read instruction and key findings, up to page xxiv and skim through the report).

Dastagir, A. (2017). What do men get that women don't? Here are a few things. USA Today Available at <https://www.usatoday.com/story/news/2017/03/01/2017-womens-history-month/98247518/>

Session 2: Definitions and Theories

Weekly overview:

We will lay out an important foundation for the course by studying the definitions of sex and gender and some of the major feminist theories that attempt to explain gender inequalities. We will also have a very brief overview of the history of the feminist movement.

Weekly objectives:

1. Distinguish the definitions of gender and sex and delineate their complexities.
2. Describe how various feminist theories explain and approach gender-based discrimination differently.
3. Evaluate the applicability of feminist theories to understanding contemporary gender issues in the United States.

Readings:

1. Haines, E. L., Deaux, K. & Lofaro, N. (2016). The times they are a-changing... or are they not? A comparison of gender stereotypes, 1983-2014. *Psychology of Women Quarterly*, 40(3), 353-363.
2. Kemp, S. P., & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia*, 25(4), 341-364.
<http://aff.sagepub.com.proxy.libraries.rutgers.edu/content/25/4/341>
3. Lindsey, L. (2010). Chapter 1. Sociology of gender: Theoretical perspectives and feminist frameworks, in *Gender Role: A Sociological Perspective*. Pearson.
4. Muehlenhard, C. & Peterson, Z. (2011). Distinguishing between sex and gender: History, current conceptualizations, and implications. *Sex Roles*. 64 (11-12). 791-803.
5. Ridgeway, C. L. (2009). Framed before we know it how gender shapes social relations. *Gender & society*, 23(2), 145-160.

Session 3: Intersectionality I -Race

Weekly overview:

This week we will learn the meaning of race and explore the concept of intersectionality to understand gender inequality in its complex form. We will listen to bell hooks's lecture on cultural criticism and transformation and think about how some of the major concepts that she introduces are relevant to understanding the complexity of gender inequality.

Weekly objectives:

1. Outline various definitions and meanings of race from a perspective of social constructionism.
2. Analyze how the systems of gender and *race* are interwoven to create a more complex system of discrimination and oppression.
3. Describe Gloria Jean Watkins aka bell hooks' concept of 'white supremacy in a capitalistic society'.
4. Evaluate the utility of bell hooks' idea of cultural criticism in improving gender equality.

Readings:

1. Bowleg, Lisa (2012). The problem with the phrase women and minorities: Intersectionality- an important theoretical framework for public health. *American Journal of Public Health*. 102(7). 1267.
2. hooks, bell (1984). Black women: Shaping feminist theory. In hooks, *Feminist Theory from Margin to Center*, Boston: South End Press, pp.1-15.
3. Thompson, B. (2002). Multiracial feminism: Recasting the chronology of second wave feminism. *Feminist Studies*. 28(2), 337-360.
4. Mattsson, T. (2014). Intersectionality as a useful tool anti-oppressive social work and critical reflection. *Affilia*, 29(1), 8-17.

Session 4: Intersectionality II – Class
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Weekly overview:

We will focus on the meanings of socioeconomic class and expand the concept of intersectionality to have a complex account of gender inequality. We will think about how gender stereotypes and biases are embedded in our socioeconomic class system while watching the video, *Class Dismissed*.

Weekly objectives:

1. Outline various definitions and meanings of class from a sociological perspective.
2. Give examples of how the concepts and norms of femininity and masculinity vary by class.
3. Analyze how the systems of gender, race, and *class* are interwoven to create a more complex system of discrimination and oppression.

Readings:

1. Friedan, B. (1983). *The Feminine Mystique*. New York: Dell Publishing. Ch. 1. “The Problem That Has No Name”.
2. Everyday Feminism (2014) 7 Reasons Why Class is a Feminist Issue:
<http://everydayfeminism.com/2014/09/class-is-a-feminist-issue/>
3. The Nation (2014) Does Feminism have a class problem?
<https://www.thenation.com/article/does-feminism-have-class-problem/>

4. England, P. (2015). Sometimes the Social Becomes Personal Gender, Class, and Sexualities. *American Sociological Review*, 0003122415621900.

Session 5: Intersectionality III – Sexuality

Weekly overview:

This week we will finalize the concept of intersectionality by incorporating sexuality-based inequality in our account of gender inequality. We will learn the concepts of sexuality and have time to critique the widely accepted stereotypes of gender roles and identities while watching the videos for this week. We will also have a very brief overview of the gay right movement.

Weekly objectives:

1. Distinguish the continuum sexuality concept from the discrete sexuality concept.
2. Examine how socialization of gender roles can perpetuate heterosexism.
3. Describe the concept and applicability of *intersectionality* in examining a complex system of multiple socioeconomic inequalities.
4. Outline a brief history of U.S. feminist and gay right movements.

Readings:

1. Swank, E., & Raiz, L. (2010). Attitudes toward gays and lesbians among undergraduate social work students. *Affilia*, 25(1), 19-29.
2. Gamson, J., & Moon, D. (2004). The sociology of sexualities: Queer and beyond. *Annual Review of Sociology*, 47-64.
3. Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Social Work*, 52(3), 243-250.
4. Hicks, S. (2014). Social work and gender: An argument for practical accounts. *Qualitative Social Work*, 1473325014558665.

Social Institutions

Session 6: Media

Weekly overview:

This week we will examine the powerful influence of media on reinforcing gender biases and stereotypes that contribute to the perpetuation of gender inequality. While watching the video,

Killing Us Softly, we will think about ways to resist some of the misogynistic messages of popular advertisements by raising media literacy.

Weekly objectives:

1. Evaluate how media frames popular definitions of gender, race, class, and sexuality and helps to perpetuate sexism, racism, classism, and heterosexism.
2. Explain how media literacy can play an important role in resisting the negative influences of media.

Readings:

1. Bailey, J., Steeves, V., Burkell, J., & Regan, P. (2013). Negotiating with gender stereotypes on social networking sites: From “bicycle face” to Facebook. *Journal of Communication Inquiry*, 0196859912473777.
2. Matthes, J., Prieler, M., & Adam, K. (2016). Gender-Role Portrayals in Television Advertising Across the Globe. *Sex Roles*, 1-14.
3. Friesem, E. (2016). Drawing on Media Studies, Gender Studies, and Media Literacy Education to Develop an Interdisciplinary Approach to Media and Gender Classes. *Journal of Communication Inquiry*, 0196859916656837.
4. Gill, R. (2012). Media, empowerment and the ‘sexualization of culture’ debates. *Sex Roles*, 66(11-12), 736-745.
5. Gill, R., Hamad, H., Kauser, M., Negra, D. & Roshini, N. (2016). Intergenerational feminism and media: a roundtable. *Feminist Media Studies*, 16(4), 726-736.
6. Perloff, R. M. (2014). Social media effects on young women’s body image concerns: Theoretical perspectives and an agenda for research, *Sex Roles*, 71(11-12), 363-377.
7. Ward, L. M., Seabrook, R. C., Grower, P., Giaccardi, S. & Lippman, J. R. (2018). Sexual object or sexual subject? Media use, self-sexualization, and sexual agency among undergraduate women. *Psychology of Women Quarterly*, 42(1), 29-43.

Session 7: Family

Weekly overview:

We will study the family as a social institution that has been at the center of gendered customs and practices in our society. We will briefly review the recent shifts to more egalitarian marriage and family structures. The video, *Makers, Women Who Make America*, will also take us to an in-depth historical analysis feminist movements in the United States.

Weekly objectives:

1. Explain various feminist approaches to understanding family as a social institution that influences gender inequality.
2. Describe historical changes in marriage and the family and a recent shift from institutional to companionate marriage.
3. Identify major women's issues in the country and relate them to the history of the feminist movement.

Readings:

1. Conlon, C., Timonen, V., Carney, G. & Scharf, T. (2014). Women (re)negotiating care across family generations: Intersections of gender and socioeconomic status. *Gender & Society, 28*(5), 729-751.
2. Chesley, N. (2011). Stay-at-home fathers and breadwinning mothers gender, couple dynamics, and social change. *Gender & Society, 25*(5), 642-664.
3. Cherlin, A. J. (2004). The deinstitutionalization of American marriage. *Journal of Marriage and Family, 66*(4), 848-861.
4. Croft, A., Schmader, T., Block, K. & Baron, A. S. (2014). The second shift reflected in the second generation: Do parents' gender roles at home predict children's aspirations? *Psychological Science, 25*(7), 1418-1428.
5. Glauber, R., & Gozjolko, K. L. (2011). Do traditional fathers always work more? Gender ideology, race, and parenthood. *Journal of marriage and family, 73*(5), 1133-1148.
6. Harper, A. M., & Breathitt, E. (2015). The Current State of Same-Sex Marriage. *The CPA Journal, 85*(1), 48.
7. Moore, J. A. & Radtke, H. L. (2015). Starting "real" life: Women negotiating a successful midlife single identity. *Psychology of Women Quarterly, 39*(3), 305-319.
8. Rosenthal, L. & Lobel, M. (2016). Stereotypes of Black American women related to sexuality and motherhood. *Psychology of Women Quarterly, 40*(3), 414-427.

Session 8: Education

Weekly overview:

We will explore educational outcomes by gender and think about why women are underrepresented in science, technology, engineering, and math disciplines. We will watch the second part of the video, *Makers, Women Who Make America*, to learn about the major issues that have affected women in the United States.

Weekly objectives:

1. Analyze how gender stereotypes and socialization affect women's educational aspirations and outcomes.
2. Describe how the recent trend in educational attainment by gender has shifted favorably for women.
3. Explain under-representation of women in STEM disciplines and potential explanatory factors.
4. Identify major women's issues in the country and relate them to the history of feminist movement.

Readings:

1. Xu, Y. J. (2016). Aspirations and Application for Graduate Education: Gender Differences in Low-Participation STEM Disciplines. *Research in Higher Education*, 1-30.
2. Jacobs, J. (1996). Gender inequality and higher education. *Annual Review of Sociology*. 22, 153-85.
3. Legewie, J., & DiPrete, T. A. (2014). The high school environment and the gender gap in science and engineering. *Sociology of Education*, 0038040714547770.
4. Tatum, H. E., Schwartz, B. M., Schimmoeller, P. A., & Perry, N. (2013). Classroom participation and student-faculty interactions: does gender matter?. *The Journal of Higher Education*, 84(6), 745-768.

Session 9: Employment

Weekly overview:

We will study gender differences in labor market outcomes and discuss how they can be attributed to gender stereotypes, discrimination, and limited work-family policies. We will watch the last part of the video, Makers, Women Who Make America, to learn more about the major issues that have affected women in the United States.

Weekly objectives:

1. Describe gender gaps in the labor market participation, occupation choices, and earnings.
2. Explain how work-family conflicts can significantly affect women's employment status and occupational choices.
3. Outline how work-family policies help reduce gender inequalities in employment outcomes.
4. Identify major women's issues in the country and relate them to the history of feminist movement.

Readings:

1. Armenia, A., & Gerstel, N. (2006). Family leaves, the FMLA and gender neutrality: The intersection of race and gender. *Social Science Research*, 35(4), 871-891.
2. Castro-García, C., & Pazos-Moran, M. (2016). Parental Leave Policy and Gender Equality in Europe. *Feminist Economics*, 22(3), 51-73.
3. Chapman, S. J. & Benis, N. (2017). Ceteris non paribus: The intersectionality of gender, race, and region in the gender wage gap. *Women's Studies International Forum*, 65, 78-86.
4. Donnelly, K., Twenge, J. M., Clark, M. A., Shakih, S. K., Beliler-May, A. & Carter, N. T. (2016). Attitudes toward women's work and family roles in the United States, 1976-2013. *Psychology of Women Quarterly*, 40(1), 41-54.
5. Leuze, K., & Strauß, S. (2016). Why do occupations dominated by women pay less? How 'female-typical' work tasks and working-time arrangements affect the gender wage gap among higher education graduates. *Work, Employment & Society*, 0950017015624402
6. Lewis, G. B. (2018). Diversity, pay equity, and pay in social work and other professions. *Affilia: Journal of Women and Social Work*, 33(3), 286-299.
7. Mandel, H., & Semyonov, M. (2014). Gender pay gap and employment sector: Sources of earnings disparities in the United States, 1970–2010. *Demography*, 51(5), 1597-1618.

Session 10: Health

Weekly overview:

We will focus on women's reproductive health and experiences of domestic violence and analyze the issues using the concept of intersectionality. The documentary, *The Last Abortion Clinic*, will give us a chance to learn about how ideologies, poverty, and politics undermine women's reproductive rights and economic opportunities.

Weekly objectives:

1. Describe how women's health outcomes are affected by their positions on the hierarchical system of intersectionality.
2. Explain how lack of women's reproductive freedom have undermined their productive health.
3. Discuss the negative effects of domestic violence on women's physical and mental health.

Readings:

1. Dutton, M. A., James, L., Langhorne, A. & Kelley, M. (2015). Coordinated public health initiatives to address violence against women and adolescents. *Journal of Women's Health*, 24(1), 80-85.
2. Finer, L., & Fine, J. B. (2013). Abortion law around the world: progress and pushback. *American journal of public health*, 103(4), 585-589.
3. Fried, M. G. (2013). Reproductive rights activism in the post-Roe era. *American journal of public health*, 103(1), 10-14.

4. McCloskey, L. A. (2016). The Effects of Gender-based Violence on Women's Unwanted Pregnancy and Abortion. *The Yale Journal of Biology and Medicine*, 89(2), 153.
5. Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social science & medicine*, 74(11), 1712-1720.

Session 11: Criminal Justice

Weekly overview:

This week we will explore women's experiences as both victims and offenders in the criminal justice system in order to understand how multiple systems of discrimination and inequality may operate against women with disadvantaged backgrounds. The documentary films will give us an opportunity to think about the lives of women involved with the criminal justice system.

Weekly objectives:

1. Analyze the intricate relationships between victimization, substance abuse, and criminal behaviors among women with disadvantaged backgrounds.
2. Describe how traditional gender ideology affects criminal behaviors and sentencing of women.
3. Outline an effective intervention approach to helping women involved with the criminal justice system.

Readings:

1. Muftić, L. R., Bouffard, L. A., & Armstrong, G. S. (2015). Impact of Maternal Incarceration on the Criminal Justice Involvement of Adult Offspring A Research Note. *Journal of Research in Crime and Delinquency*, 0022427815593988.
2. Strathdee, S. A., West, B. S., Reed, E., Moazan, B., Azim, T., & Dolan, K. (2015). Substance use and HIV among female sex workers and female prisoners: risk environments and implications for prevention, treatment, and policies. *Journal of acquired immune deficiency syndromes (1999)*, 69(0 1), S110.
3. Doerner, J. K. (2012). Gender disparities in sentencing departures: An examination of US federal courts. *Women & Criminal Justice*, 22(3), 176-205.
4. DeHart, D., Lynch, S., Belknap, J., Dass-Brailsford, P., & Green, B. (2014). Life history models of female offending the roles of serious mental illness and trauma in women's pathways to jail. *Psychology of Women Quarterly*, 38(1), 138-151.
5. Willison, J. S. & O'Brien, P. (2017). A feminist call for transforming the criminal justice system. *Affilia: Journal of Women and Social Work*, 32(1), 37-49.

Session 12: Politics

Weekly overview:

We will analyze gender inequality in public leadership and political representation and explore some of stereotypes and practices that discourage women from becoming successful political leaders. The video for this week, *Women in Government*, will address the experiences of female political leaders and some of the reasons why women's progress in political leadership has been stalled.

Weekly objectives:

1. Analyze the extent and impact of gender inequality in political representation.
2. Debate how gender stereotypes hinder women from pursuing and achieving political leadership.
3. Outline ways to use social work practice to improve female representation in public leadership.

Readings:

1. Ferreira, F., & Gyourko, J. (2014). Does gender matter for political leadership? The case of US mayors. *Journal of Public Economics*, 112, 24-39.
2. Tate, G., & Yang, L. (2015). Female leadership and gender equity: Evidence from plant closure. *Journal of Financial Economics*, 117(1), 77-97.
3. Mariani, M., Marshall, B. W., & Mathews-Schultz, A. L. (2015). See Hillary Clinton, Nancy Pelosi, and Sarah Palin run? Party, ideology, and the influence of female role models on young women. *Political Research Quarterly*, 1065912915605904.
4. Ezzedeen, S. R., Budworth, M. H., & Baker, S. D. (2015). The Glass Ceiling and Executive Careers Still an Issue for Pre-Career Women. *Journal of Career Development*, 0894845314566943.

Session 13: Religion & International Issues

Weekly overview:

We will focus on the roles that institutional religions play in reinforcing gender discrimination and inequality. We will also learn about how sex trafficking threatens the lives of vulnerable girls and women around the world. Both religious institutions and the sex-trafficking industry are good examples of phenomena that, when analyzed in terms of intersectionality, reveal the complex mechanisms of discrimination and oppression against women.

Weekly objectives:

1. Debate the role of religion in perpetuating gender inequitable attitudes, decisions, and outcomes.
2. Recognize a culturally sensitive approach to social work practice for women of diverse backgrounds.
3. Describe the prevalence, mechanism, and victimizing effects of sex trafficking.
4. Outline ways to use social work practice for intervention and prevention.

Readings:

1. Schnabel, L. (2016). Gender and homosexuality attitudes across religious groups from the 1970s to 2014: Similarity, distinction, and adaptation. *Social science research*, 55, 31-47.
2. Schnabel, L. (2016). Religion and gender equality worldwide: A county-level analysis. *Social Indicator Research*, 129, 893-907.
3. Alvarez, M. B., & Alessi, E. J. (2012). Human Trafficking Is More Than Sex Trafficking and Prostitution Implications for Social Work. *Affilia*, 27(2), 142-152.
4. Weitzer, R. (2014). New directions in research on human trafficking. *The ANNALS of the American Academy of Political and Social Science*, 653(1), 6-24.
5. Hodge, D. R. (2014). Assisting victims of human trafficking: strategies to facilitate identification, exit from trafficking, and the restoration of wellness. *Social work*, swu002.
6. World Economic Forum (2016) The Global Gender Gap Report 2015. Geneva: Switzerland. Available at <http://www3.weforum.org/docs/GGGR2015/cover.pdf>

Session 14 & 15: Student Presentations

Weekly overview:

You will present your research paper and also learn from your classmates' research. By assembling your own presentation and listening to and commenting on your classmates' work, you will be able to reflect on how much you have learned over the last 13 weeks.

Weekly objectives

1. Demonstrate professional presentation skills.
2. Generate constructive feedback to give other presenters.