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UWUCC AP-9/24/13  
Senate App 9/8/15

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: WMST 200: Introduction to Women's Studies

Instructor(s) of Record: Dr. Chauna Craig

Phone: 7-2280 Email: ccraig@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Lilyyan Yang 9/17/2013  
Signature of Department Designee Date

Endorsed: Ann 9/17/13  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedrist 7/14/15  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course  Rejected as distance education course

Tim S. Makrodimitris 7/16/15  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received  
SEP 19 2013  
Liberal Studies

## **Undergraduate Distance Education Review Directions**

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### **Step One: Proposer**

- A. Provide a brief narrative rationale for each of the items, A1- A5.
1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
  2. How will each objective in the course be met using distance education technologies?
  3. How will instructor-student and student-student, if applicable, interaction take place?
  4. How will student achievement be evaluated?
  5. How will academic honesty for tests and assignments be addressed?
- B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.
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A1. Dr. Craig has taken workshops in the D2L platform, was an active participant in the English Department's online teaching circle, and has taught five sections of English courses online in winter and summer. She previously served as Women's Studies director at IUP, has taught several sections of WMST 200 as a podium-based course, and planned and participated in a PASSHE-wide workshop on distance education and feminist pedagogy co-sponsored by IUP and Clarion in Fall 2011.

A2.

Objective 1: Demonstrate understanding of basic principles of feminism, especially as applied in academic disciplines, social action, and lived experiences.

Distance Education Technologies: Students will be able to access D2L content pages with links to relevant websites and share their ideas in discussion forums. Also, reading journals will be due in the dropbox every week.

Objective 2: Analyze the impact of gender and sex on human institutions, experiences, and events on local and global levels.

Distance Education Technologies: Students will be able to access D2L content pages with links to relevant websites and share their ideas in discussion forums. Also, reading journals will be due in the dropbox every week.

Objective 3: Analyze how gender intersects with race and ethnicity, social class, sex and sexualities, age, ability and nationality in shaping social institutions and human experiences

Distance Education Technologies: Students will be able to access D2L content pages with links to relevant websites and share their ideas in discussion forums. Also, reading journals will be due in the dropbox every week.

Objective 4: Apply feminist theory and research methodology through informed social action.

Distance Education Technologies: In past sections of this class, students have created YouTube videos and blogs as part of their social action project. These technologies, as well as wikis, web pages, and online presentation software can all help students reach this objective, and the class as a whole will discuss the projects on the discussion forums. For students doing more traditional projects, results can be written up and turned into the dropbox.

A3. Frequent discussion activities on forums helps to ensure instructor-student and student-student interactions. Graded group activities and my own weekly feedback on reading journals will also promote class interaction.

A4. Student achievement will be evaluated on quantity and quality of discussion forum comments, critical thinking and quality of writing as demonstrated in the writing assignments, and level of self-reflection and evidence of learning in reflective assignments on the action project and/or final paper.

A5. Academic honesty is addressed in the syllabus, and all assignments have personal components and/or group work elements that reduce the likelihood of plagiarism. Papers are checked through Turn It In, and quantity, quality, and interconnectedness of comments in discussion forums help determine who has read (and read closely) the assignments.

## **Syllabus of Record**

### **I. CATALOG DESCRIPTION**

<b>WMST 200: Introduction to Women's Studies</b>	<b>3 class hours</b>
	<b>0 lab hours</b>
	<b>3 credits</b>
	<b>(3c-0l-3cr)</b>

An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

### **II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes—EUSLOs)**

Upon completing this course, students should be able to:

#### **Objective 1:**

Demonstrate understanding of basic principles of feminism, especially as applied in academic disciplines, social action, and lived experiences.

#### **Expected Undergraduate Student Learning Outcomes 1 & 2**

##### **Informed and Empowered Learners**

Rationale: Assignments like the reading journals and final exam will require students to demonstrate that they understand feminism as a historical and evolving social movement and as a set of political and personal values informing a wide range of cultural practices

locally and globally. Discussion and writing assignments such as the autobiography will also require students to critically examine and apply feminist theory and practice.

**Objective 2:**

Analyze the impact of gender and sex on human institutions, experiences, and events on local and global levels.

**Expected Undergraduate Student Learning Outcomes 1 &2**

**Informed and Empowered Learners**

**Rationale:** Assignments, such as reading journals and discussion, will require students to demonstrate how biological sex and social constructions of gender provide and/or limit opportunities, define social and political policies (explicitly or implicitly), and shape human experience.

**Objective 3:**

Analyze how gender intersects with race and ethnicity, social class, sex and sexualities, age, ability and nationality in shaping social institutions and human experiences

**Expected Undergraduate Student Learning Outcomes 1 & 2**

**Informed and Empowered Learners**

**Rationale:** Assignments, such as reading journals and the autobiography, will require students to demonstrate an understanding of how issues related to gender are complicated by other human identity factors such as race and ethnicity, social class, sex and sexualities, age, ability and nationality.

**Objective 4:**

Apply feminist theory and research methodology through informed social action.

**Expected Undergraduate Student Learning Outcome 3**

**Responsible Learners**

**Rationale:** Social action research projects, variations of which are done in all sections of WMST 200 and range from educational presentations within the classroom community to actions at IUP and beyond, engage students in demonstrating that they can, even in small ways, participate in communities working for increased awareness of social justice issues related to sex and gender and empower themselves and others to act in favor of equity.

**Additional Competency: Global Citizenship**

Required content for this competency includes “an examination of global issues,” which this course addresses by studying oppression and empowerment related to sex and gender, a global issue that takes different forms across cultures. Course objective #2 specifically addresses the global perspective, and this is implicit in the other objectives.

Required content for this competency also calls for inclusion of “content that increases students’ awareness of issues related to social justice, equity and civic engagement” and

requires that “students should actively participate in citizenship opportunities.” All of the course objectives emphasize students’ awareness related to social justice and equity, and the fourth objective explicitly requires students to apply theory to practice, which in the discipline of Women’s Studies means meaningful action to promote gender equity through opportunities to educate or serve others, i.e. feminist civic engagement through feminist research and/or social action.

### III. Course Outline (with sample readings)

#### Why Women’s Studies? Starting Points in Feminism(s) (3 hours)

##### Histories and Beginnings: What Is Women’s Studies?

Faludi “Blame It On Feminism” (542-548); Friedan “The Problem That Has No Name” (46-49); Kesselman “History of Feminist Movements in the U.S.” (509-513); Sojourner Truth “Ain’t I a Woman?” (517-8); bell hooks *Feminism is For Everybody*

#### Institutions and Institutionalized Sexism, Racism, etc. (6 hours)

##### Gender and Social Construction

Readings: Sadker, et al “Gender Equity in the Classroom”; Bell “Something’s Wrong Here and It’s Not Me..”; Henley and Freeman “The Sexual Politics of Interpersonal Behavior” (76-95); Gould “X: A Fabulous Child’s Story” (110-115)

#### Controlling the Female Body, Part I: Media, Beauty, and Image (6 hours)

Readings: Higginbotham “Teen Mags...”; Rhode “Media Images, Feminist Issues”; Berry “Female Images and Roles in Music” (96-106); Wolf “The Beauty Myth”; Wong “When I Was Growing Up”; Hernandez-Avila “To Other Women Who Were Ugly Once”; Berger “Nose is a Country..”; Clifton “Homage to My Hair” and “Homage to My Hips”; Newman “one Spring”; Chernik “The Body Politic”; Rodriguez “Breaking the Model”; Delgado “Arroz Con Pollo vs. Slim-Fast”; Siebecker “The Fat Girl Rules the World” (122-144) Film: *Real Women Have Curves*

#### Controlling the Female Body, Part II: Violence and Reproductive Control (6 hours)

Readings: Part V: 305-354; Griffin “Rape, The All-American Crime” (469-475); Shange “With No Immediate Cause” (480-481); Sanday “Naming and Studying Acquaintance Rape” (481-487); Film: *Period: The End of Menstruation?*

#### Women and Work (3 hours)

Readings: Bravo and Santa Anna “An Overview of Women and Work”; “Questions and Answers on Pay Equity”; Mainardi “The Politics of Housework”; Crittenden “The Price of Motherhood...” (188-201); Shulman “A Marriage Agreement” (277-280); Whealin “Sexual Harassment: An Overview”; Sandler “In Case of Sexual Harassment: a Guide for Women Students” (207-214); Lorde “Uses of the Erotic” (e-reserve); *Sexual Harassment Policy and Title IX*

#### Difference, Diversity, and Intersectionality (6 hours)

##### Race and Ethnicity

Readings: Tatum “Defining Racism: ‘Can We Talk?’” (360-365); McIntosh “White Privilege” (424-427); Lorde “Women Redefining Difference” (427- 433); Majaj “Boundaries” (439-442); poems (367-8); other readings TBA

#### Sexualities (3 hours)

Readings: Walker, “Lusting for Freedom” (150-153); Pharr “Homophobia and Sexism”; Blackwomon “Cat”; Trujillo “Chicana Lesbians...”; McGuire “Livin’ in a Gay Family”; Gomez “I Lost It at the Movies” (394-411); Pratt “Gender Quiz” and poetry (e-reserve)  
Short film: Rape Me For Who I Am: South African Lesbians Speak Out

#### Social Class and Gender (3 hours)

Readings: Langston “Tired of Playing Monopoly?”; Allison “Context”; Neely “Sisters”; Mennis “Jewish and Working Class”; Johnson “Poverty, Hopelessness, and Hope” (371-393); Jensen “Exploding the Stereotypes: Welfare”; Albelda and Tilly “Farewell to Welfare But Not to Poverty”; Burnham “Welfare Reform, Family Hardship, and Women of Color” (231-248)

#### Activism and the Global Future of Feminism (6 hours)

Reading: Half the Sky: Turning Oppression Into Opportunity for Women Worldwide.

Readings: Walker “Becoming the Third Wave”; Geiser “Why I Am an Activist”; “Voices”; Ramsby “Black Feminism at Twenty-One”; Yoon Louie “Each Day I Go Home with a New Wound in My Heart”; Baumgardner “Manifesta” (570-606); Readings in “Girl Studies”

Readings on Creative Activity as Activism: Woolf, “A Room Of One’s Own” (excerpt); Rich “When We Dead Awaken: Writing as Revision”; Williams “The Clan of One-Breasted Women”; Chapter 13 from No Turning Back (on E-Reserve)

#### Final Exam (2 hours)

#### IV. Evaluation Methods

Weekly Reading Journals	20%
Feminist Autobiography (midterm)	20%
Action Project	20%
Final Exam/Paper	20%
Participation	20 %
Total	100%

#### Brief Assignment Descriptions:

Reading Journals: Short, critical responses to the week’s readings

Feminist Autobiography: An 8-10 page paper focusing on how one’s own identity, relationship to gender, family, or life events can be read within a feminist framework

**Action Project:** A project developed with a partner or group that educates others about any aspect of issues related to gender. Examples from previous classes include art projects on gender-based violence, contemporary “consciousness raising” sessions with friends filmed and posted on YouTube (with permissions of course); library tables with information and activities related to college women’s health, etc.

**Final Exam/Paper:** Scholarly feminist analysis TBD by instructor

**Participation:** Determined by attendance and quality of in-class activities and discussion

#### V. Example Grading Scale

A= 90-100%; B = 80-89.9%; C= 70-79.9%; D= 60-69.9%; F= below 60%

#### VI. Undergraduate Course Attendance Policy

The course will follow the attendance policy outlined in the undergraduate catalog.

#### VII. Required Textbooks, Supplemental Books and Readings (examples)

- Taylor, Verta and Nancy Whittier and Leila Rupp. *Feminist Frontiers*. 9th ed. McGraw-Hill, 2011.
- Kristof, Nicholas D. and Sheryl WuDunn. *Half the Sky: Turning Oppression Into Opportunity for Women Worldwide*. Vintage Books, 2010.

#### VIII. Special Resource Requirements

None

#### IX. Bibliography

Abdulhadi, Rabab. *Arab & Arab American Feminisms: Gender, Violence, & Belonging*. Syracuse, NY: Syracuse UP, 2010.

Basu, Amrita. *Women’s Movements in the Global Era: The Power of Local Feminisms*. Boulder, CO: Westview Press, 2010.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2006.

Crabtree, Robbin D., David Alan Sapp, and Adela C. Licona. Eds. *Feminist Pedagogy: Looking Back to Move Forward*. Baltimore, MD: The Johns Hopkins Press, 2009.

Farrell, Warren, Steven Svoboda and James Sterba. *Does Feminism Discriminate Against Men? A Debate*. New York: Oxford UP, 2007.



Fernandes, Leela. *Transnational Feminism in the United States: Knowledge, Ethics, and Power*. New York: NYU Press, 2013.

Flynn, Elizabeth A., Patricia Sotirin, and Ann Brady. Eds. *Feminist Rhetorical Resilience*. Logan, UT: Utah State UP, 2012.

Grewal, Inderpal. *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd Ed. New York: McGraw-Hill, 2005.

Halberstam, J. Jack. *Gaga Feminism: Sex, Gender, and the End of Normal*. Boston, MA: Beacon Press, 2012.

hooks, bell. *Feminism Is For Everybody*. Cambridge, MA: South End Press, 2000.

Kristof, Nicholas and Sheryl WuDunn. *Holding Up Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books, 2010.

Layne, Linda, Sharra Vostral and Kate Boyer, Eds. *Feminist Technology*. Champaign, IL: U of Illinois P, 2010.

Levy, Ariel. *Female Chauvinist Pigs: Women and the Rise of Raunch Culture*. New York: Free Press, 2006.

Lykke, Nina. *Writing Academic Texts Differently: Intersectional Feminist Methodologies and the Playful Art of Writing*. New York: Routledge, 2013.

McRobbie, Angela. *The Aftermath of Feminism: Gender, Culture and Social Change*. Thousand Oaks, CA: SAGE Press, 2008.

Radler, Hilary and Rebecca Stringer. *Feminism at the Movies: Understanding Gender in Contemporary Popular Cinema* (2011). New York: Routledge, 2011.

Shepherd, Laura. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge, 2010.

Tarrant, Shira. *Men Speak Out: Views on Gender, Sex, and Power*. New York: Routledge, 2013.

Valenti, Jessica. *Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*. New York: Seal Press, 2007.

Woolf, Virginia. *A Room of One's Own*. 1929. New York: Martino Fine Books, 2012.

**Online Syllabus**

**WMST 200: Introduction to Women's Studies**

Dr. Chauna Craig

[ccraig@iup.edu](mailto:ccraig@iup.edu)

**COURSE CATALOG DESCRIPTION:**

An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

**COURSE OBJECTIVES:** Upon completing this course, students should be able to

- Demonstrate understanding of basic principles of feminism, especially as applied in academic disciplines, social action, and lived experiences.
- Analyze the impact of gender and sex on human institutions, experiences, and events on local and global levels.
- Analyze how gender intersects with race and ethnicity, social class, sex and sexualities, age, ability and nationality in shaping social institutions and human experiences
- Apply feminist theory and research methodology through informed social action.

**REQUIRED TEXTS**

- *Women: Images and Realities, A Multicultural Anthology.* 3<sup>rd</sup> Ed. Eds. Amy Kesselman, Lily D. McNair, and Nancy Schniedewind.
- Kristof, Nicholas D. and Sheryl L. WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide.* New York: Vintage Books, 2010.

**MINIMUM COURSE REQUIREMENTS:**

Reading Journals	20%
Participation/Online Discussion Forums	20%
Autobiographical/Feminist Essay	20%
Action Project	20%
Final Paper	20%

**GRADING SCALE:**

A= 90-100%; B = 80-89.9%; C= 70-79.9%; D= 60-69.9%; F= below 60%

**POLICIES:**

**Late Work:** All work must be turned in by the time the unit closes on the Desire 2 Learn system. Deadlines are clearly delineated in the schedule.

**Civility:** Any good class relies on an open discussion of ideas, and this is especially true in women's studies where respect for diversity of opinions and experiences is essential. You are responsible for posting regularly on the discussion forums and helping to create an atmosphere where everyone feels her or his contribution matters. This means sharing what's on your mind in a respectful manner and being open to differences of opinion. This also means challenging ideas in order to help everyone learn and doing so in such a manner that doesn't dismiss another person. A good balance of courage and respect for others is the key approach to this class.

**MORE ON ASSIGNMENTS:**

**Journals:** Every week as noted on the schedule you'll turn in a journal (3 dbsp pages) in the dropbox. In it, you'll reflect on the new readings and the previous week's discussion and/or current events related to women's studies. When evaluating these for a grade, I'll pay particular attention to depth of thought invested and the usual expectations for good writing at the college level.

**Autobiography/Midterm:** You'll write a 5 page autobiographical essay focusing on some feminist issue as it relates to your life. More details in the assignment section of D2L.

**Action Project:** One important aspect of Women's Studies is a commitment to actions toward social change. For this project, you don't have to orchestrate a public demonstration or do anything on a major scale. Education, of others and the self, is also a type of action. The only component I'm requiring is that your action have a "public" dimension. You might choose to read a book on a feminist topic to learn more about it, but you need to write up results to share with others or create a YouTube video reviewing the book, etc. By the way, a lot of great social action happens on social media, so you might want to browse there. I'll help each of you craft a manageable project and way to share results with the class.

**Schedule/Course Outline: WMST 200 Online: Introduction to Women's Studies**

*Why Women's Studies? Starting Points in Feminism(s)* (3 hours)

Histories and Beginnings: What Is Women's Studies?

Faludi "Blame It On Feminism" (542-548); Friedan "The Problem That Has No Name" (46-49); Kesselman "History of Feminist Movements in the U.S." (509-513); Sojourner Truth "Ain't I a Woman?" (517-8); bell hooks *Feminism is For Everybody*

*Institutions and Institutionalized Sexism, Racism and Other "Others"* (6 hours)

Gender and Social Construction

Readings: Sadker, et al "Gender Equity in the Classroom"; Bell "Something's Wrong Here and It's Not Me."; Henley and Freeman "The Sexual Politics of Interpersonal Behavior" (76-95); Gould "X: A Fabulous Child's Story" (110-115)

*Controlling the Female Body, Part I: Media, Beauty, and Image* (6 hours)

Readings: Higginbotham "Teen Mags..."; Rhode "Media Images, Feminist Issues"; Berry "Female Images and Roles in Music" (96-106); Wolf "The Beauty Myth"; Wong "When I Was Growing Up"; Hernandez-Avila "To Other Women Who Were Ugly Once"; Berger "Nose is a Country.."; Clifton "Homage to My Hair" and "Homage to My Hips"; Newman "One Spring"; Chernik "The Body Politic"; Rodriguez "Breaking the Model"; Delgado "Arroz Con Pollo vs. Slim-Fast"; Siebecker "The Fat Girl Rules the World" (122-144)

*Controlling the Female Body, Part II: Violence and Reproductive Control* (6 hours)

Readings: Part V: 305-354; Griffin "Rape, The All-American Crime" (469-475); Shange "With No Immediate Cause" (480-481); Sanday "Naming and Studying Acquaintance Rape" (481-487); Roe v. Wade and other legal cases; Readings in *Half the Sky*; CDC podcast on link between IPV and women's health

*Women and Work* (3 hours)

Readings: Bravo and Santa Anna "An Overview of Women and Work"; "Questions and Answers on Pay Equity"; Mainardi "The Politics of Housework"; Crittenden "The Price of Motherhood..." (188-201); Shulman "A Marriage Agreement" (277-280); Whealin "Sexual Harassment: An Overview"; Sandler "In Case of Sexual Harassment: a Guide for Women Students" (207-214); Lorde "Uses of the Erotic" (on D2L); Sexual Harassment Policy and Title IX

*Difference, Diversity, and Intersectionality* (6 hours)

Readings: Tatum "Defining Racism: 'Can We Talk?'" (360-365); McIntosh "White Privilege" (424-427); Lorde "Women Redefining Difference" (427- 433); Majaj "Boundaries" (439-442); poems (367-8); Mairs "On Being a Cripple" (on D2L)

*Sexualities* (3 hours)

Readings: Walker, "Lusting for Freedom" (150-153); Pharr "Homophobia and Sexism"; Trujillo "Chicana Lesbians..."; McGuire "Livin' in a Gay Family"; Gomez "I Lost It at the Movies" (394-411); Pratt "Gender Quiz" and poetry (on D2L)

*Social Class and Gender* (3 hours)

Readings: Langston "Tired of Playing Monopoly?"; Allison "Context"; Neely "Sisters"; Mennis "Jewish and Working Class"; Johnson "Poverty, Hopelessness, and Hope" (371-393); Jensen "Exploding the Stereotypes: Welfare"; Albelda and Tilly "Farewell to Welfare But Not to Poverty"; Burnham "Welfare Reform, Family Hardship, and Women of Color" (231-248)

*Activism and the Global Future of Feminisms* (6 hours)

Reading: *Half the Sky: Turning Oppression Into Opportunity for Women Worldwide*.  
Readings: Walker "Becoming the Third Wave"; Geiser "Why I Am an Activist"; "Voices"; Ramsby "Black Feminism at Twenty-One"; Yoon Louie "Each Day I Go Home with a New Wound in My Heart"; Baumgardner "Manifesta" (570-606); Readings in "Girl Studies"

Readings on Creative Activity as Activism: Woolf, “A Room Of One’s Own” (excerpt on D2L); Rich “When We Dead Awaken: Writing as Revision”; Williams “The Clan of One-Breasted Women”; Chapter 13 from *No Turning Back* (on D2L)

Final Culminating Activity (2 hours)

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### Sample Online Lesson, Gender Bias (Designed to help meet Course Objectives 1 & 2)

The following is a three-part, sequenced online activity to help students understand and reflect on a basic idea related to feminism and women’s studies, that of gender bias/sexism and its influences and effects. Students will first respond to a prompt in writing that asks them to apply a definition to their own experiences and observations, including their thoughts about whether they are influenced by gender stereotyping. Then, after they’ve placed their response in the dropbox, they will be able to access Project Implicit (<https://implicit.harvard.edu/implicit>), an online activity that tests for implicit bias in social attitudes. Students can choose either the gender-science implicit attitude test or the gender-career implicit attitude test. Finally, students will reflect on their test results and the larger context of what it means to be aware of everyday bias.

#### Assignment:

Part I. (Instructions on D2L):

Bias refers to a tendency or inclination, often one that influences or slants one’s thoughts or actions in an unfair way.

One definition of gender bias is “attitudes, conditions, or behaviors that promote stereotyping of social roles based on gender.”

In 500-750 words, discuss examples of gender bias in the communities with which you identify. Is gender bias the same as sexism? Why or why not? Do you believe you have internalized any gender stereotypes? If so, which? If not, why not?

Put your reading journal on gender bias in the dropbox “Gender Bias and Sexism” then go to the activity that will open in the Content section. (Please allow for 20-30 minutes to complete the activity and note that you will need to use a computer with a physical, not touch-screen, keyboard. This will not work on tablets or phones.)

Part II. (Instructions on D2L):

Follow the link to Project Implicit Bias and choose under the “Social Attitudes” category either the Gender/Science or the Gender/Career test. Take the test and note your results.

**Part III. (Instructions on D2L):**

**Now go to the Discussion Forum “Gender Bias and Project Implicit” to discuss the results, how they compared to your expectations about your own bias, how valid you believe the test to be, etc. You’ll find my response to my own test there, and you’re welcome to respond to that and/or use it as a model for your own response.**