


Tentative

	LTCY 527: Diversity and Equity in Literacy Education Spring 2024 Syllabus
Instructor:	Dr. Nancy Hulan
Class Location: Online asynchronous course- content available on Blackboard	
Instructor's Office Hours: online appointments via Zoom, please request times that are convenient to you https://wku.zoom.us/my/hulan	

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Course Description:

Introduction to social factors, cultural factors, and aspects of language that affect teaching and learning of literacy, particularly in reading, writing, and the language arts; application of multicultural perspectives and culturally responsive instruction to curriculum development and classroom literacy practices.

Prerequisites:

N/A

Textbooks and Required Materials:

Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Thousand Oaks: California: Corwin.
 ISBN: 978-1-4833-0801-2

Articles, webinars, and recordings will be provided by the instructor on Blackboard ranging in topics form Universal Design for Learning (UDL), Social Justice in education, Culturally Responsive Literacy Instruction, Linguistics for teachers, etc. <http://www.cast.org/impact/universal-design-for-learning-udl>

In addition, students will be required to access literature at a public library or book store for analysis of multicultural literature. During the semester, students will select a book among four choices to read for an online literature circle. Students are responsible for acquiring a copy of their selected book. Sources include the local public library or book store.

Major Course Topics:

#	Topic
1	Literacy as “reading, writing, speaking, listening, viewing, and visually representing (ILA, 2016).
2	Creating and implementing curricula and instruction that are inclusive, differentiated, and responsive to cognitive, social, emotional, cultural, and linguistic needs of students.
3	Differentiation of instruction to meet the needs of individual learners, including but not limited to English learners; students with literacy learning disabilities, physical disabilities, dyslexia, emotional needs; the gifted and talented.
4	Diversity as an asset.

Course Objectives:

1	Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
2	Demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals.
3	Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and society.
4	Advocate for equity at school, district, and community levels.

Description of Course Assessments: (narrative)

1. Professionalism, Participation, Collegiality (10 points)

Active participation through email, discussion board forums, and other means required in this course is mandatory! This also includes participation in submitting assignments, collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional. All tasks will be explained via email, video, and discussion boards as they are introduced in the course. **You cannot work ahead of the class, as we are "traveling" together as a unit through this course.**

2. Identity Paper (ILA 4, 5; KTS 2,3,9)

After completing a variety of readings and online activities, you will write a 2-page paper in which you reflect on ways your own identity impacts your teaching, as well as ways your students' identities impact their ability to learn and ways you should be teaching. 1) How does my identify impact my instruction? In positive ways and also in negative ways? 2) What realizations (aha moments) have I come to in completing these readings/explorations? 3) How can I improve my instruction based on the readings and

explorations so that aspects of my identity do not negatively impact my students? 4) How can I improve my instruction to insure that my students' identities are validated and respected?

3. Reading and Engaging with Multicultural Literature – Literature Circles (ILA 2.4.5; KTS 2.3)

It is important that we continuously read literature so we can learn more about the world around us and so we can find more literature that will engage our students. You will participate in an online literature circle with fellow classmates. You will choose from one of the following book titles:

Torres, J. (2017). *Stef Soto, Taco Queen*. Little Brown and Co.

Moore, D.B. (2017) *Stars Beneath Our Feet*. Knopf.

Rauf, O.Q. (2018). *The Boy in the Back of the Class*. Yearling.

Participation will involve reading the book, posting on online literature circle forum (on Blackboard), preparing questions for particular sections of the book, and writing a final reflective response in the form of a paper or online questionnaire. Literature circles are required to have regularly scheduled discussions (can be asynchronous via Discussion board or other portal) but including at least one synchronous (at the same time- seeing one another via Zoom, Google Hangout, Skype, etc.) meeting.

In addition, there will be opportunities for you to share multicultural children's books with fellow classmates in this course. You will need to access multicultural children's books at a local library, bookstore, or other venue so that you can analyze the text and provide feedback. You will be asked to address ways to use these as springboards for further reading, writing, listening, speaking, viewing, and visually representing.

4. Sharing Multicultural Literature and ways to incorporate it in literacy instruction (ILA 2.4.5; KTS 2.3)

During the semester, you will identify and share children's books, poetry, or other genre that are representative of a non-dominant culture. These will be positive models for use in classes. You will discuss ways that this text could be used in literacy instruction to engage students in reading, writing, listening, speaking, viewing, and visually representing. In addition, you will use Guidelines for Evaluating Multicultural Literature in discussion of the text you have chosen. This will take place on Flipgrid.

5. Response opportunities: Professional Development preparation of presentations and Discussion Board responses (ILA 1, 2, 4, 5, 6; KTS 2.3)

You will write reflective papers and/or submit responses to readings via Discussion Board, Google Docs, etc. on several topics in this class. Each of these will be based upon readings and activities that you complete within modules. These are further described within the modules on Blackboard.

6. Web of Best Practices for Working with Diverse Populations (ILA 1.2.4.5.6; KTS 2.3,9,10)

As you read the assigned chapters, articles, and websites, you will create a web in which you use "best practices for working with diverse populations" for the inside of the middle circle and a line coming from that circle for each of the 8 most important teaching strategies/points for you personally that you gleaned from the above sources. Color-code the strategies with a key at the bottom of the page to indicate which resource the idea came from. If it came from multiple sources, you can either indicate that with the key or choose the source that was most useful on the specific strategy. Draw lines from each of those 8 strategies to describe exactly how you will enact or enforce the strategy you listed. You will then present this web via Flipgrid.

7. Professional Learning Experience Creation (ILA 1,2,4,5,6; KTS: 2,3,9)

Students will review the National Council for Teachers of English Position Statement on *Supporting Linguistically and Culturally Diverse Learners in English Education* (2005). From this document's Eight Beliefs, students will select at least one of these beliefs to tackle, which they see as a need or weakness in their current teaching position. In conjunction, students will review the Web of Best Practices they created to weave concepts from course readings, viewings, and experiences with the NCTE Belief they have chosen. This weaving of ideas will culminate in a professional learning experience comprising 3 PLC sessions.

The purpose of this task is to allow students to synthesize and construct concepts related to the theme of supporting diversity within the literacy classroom into professional learning experiences that can then be shared with participants' school communities.

The culminating product will take the form of 3 presentations with the overall theme focused on 1-3 of the NCTE *Supporting Linguistically and Culturally Diverse Learners in English Education* (2005) in the form of Google Slide presentations.

Within each presentation, concepts from the Web of Best Practices should be infused to support your participants in their work with diverse populations.

A minimum of eight total resources must be referenced and included in the bibliography slides.

More information will be provided on Blackboard.

Course Grading and Evaluation:

Assessment Name	Point Value	DUE DATES
Professionalism, Participation, Collegiality (10 points)	10	Throughout Semester
Identity Paper (ILA 4, 5; KTS 2,3,9)	20	Beginning
Reading and Engaging with Multicultural Literature/Literature Circle (ILA 2,4,5; KTS 2,3)	40	Throughout Semester
Sharing Multicultural Literature and ways to incorporate it in literacy instruction (ILA 2,4,5; KTS 2,3)	20	Throughout Semester
Response opportunities: Professional Development preparation of presentations and Discussion Board responses (ILA 1, 2, 4, 5, 6; KTS 2,3)	80	Throughout Semester

Web of Best Practices for Working with Diverse Populations (ILA 1,2,4,5; KTS 2,3)	20	Throughout Semester
Professional Learning Experience Creation: (ILA 1,2,4,5, 6; KTS: 2,3,9)	60	End
Total Points	250	

The following represents the grade equivalent for accumulated points and percentage expectations:

Grading Scale:

Grading Scale	
Grade	Percent
A	93-100%
B	85-92%
C	77-84%
D	70-76%
F	≤69%

Attendance and Participation Policy: While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site. Participation in online discussion boards is required.

AI Policy:

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT for your assignments. However, there will be specific assignments or activities in which we may utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

Regular and Substantive Interaction in Online and Distance Education: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage.](#)

In this course, regular and substantive interaction will take place in the following ways:

- Weekly asynchronous announcements and content sharing on Zoom,
- Regular office hours held on Zoom,
- Timely and detailed feedback on assignments,
- Assignments are timed throughout the semester with clear deadlines

Participation/Professionalism and Communication:

Students in this online course are not expected to physically attend any class at WKU; however, student class participation in online and synchronous class sessions is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence. Students' participation grade includes attendance in synchronous meetings, completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude.

Students' professionalism grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than phone messages.

Extra Assignments: Faculty members may assign extra work for students who have missed any part of a class or clinical to help the student regain what was lost during their absence if the faculty member feels this is appropriate.

Emails to Instructor:

1. ALL emails to your instructor MUST be in the following format:
LTCY 521, First Initial, Last Name, Topic
2. Remember that your emails are professional communication with your instructor.

Submission of Assignments:

1. There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard, others may include Flipgrid and Google tools.
2. **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard. Please do NOT copy and paste links from Google docs. Word documents are preferred to allow the professor to provide feedback in a timely and relevant manner.**
 - a. View the assignment description under Assignments in our BlackBoard course.
 - b. Click on the link "View/Complete Assignment: Assignment Name" under the assignment description.
 - c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
 - d. Click "Browse" and locate your assignment file.
 - e. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
 - f. Click "Submit" to send your file to your instructor.

Naming Files:

In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Hulan.Leadership.Plan.doc".

Class Time Management:

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. For more information about the Process for Academic Dishonesty

Kentucky Teacher Performance Standards: ([Link to the standards and all 174 indicators](#))

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	LTCY 519	LTCY 523	LTCY 524	LTCY 527	LTCY 530	LTCY 532	LTCY 520	LTCY 521	LTCY 695
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<p>Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.</p>	X d, e, f	X	X b,e	X e,g,h	X a,b,c,h	X g,j			
<p>Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	X g, j, l, m	X	X e,g,j,k,l,m,n,o	X d,e,h,i,k	X a,e,j,l	X a,f			
<p>Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.</p>	X b, e, i		X g,e,i,l,m,q	X d,e,n,q		X a,n			
<p>Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	X f, g, h, l		X a,c,j,l,r	X a	X d,f,i,l	X b,h	X d,f,i		
<p>Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking,</p>					X k,l,h	X h,l,m	X h,l		

creativity, and collaborative problem solving related to authentic local and global issues.									
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.		X			X b,g	X c,j,l,v	X g,j,k,l,t, v		X c,v
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.		X	X b,h		X i,n	X e,i,m,n	X b,c,d,f	X b,c,d,f	X e,k,m, o
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	X h	X	X a,h,l,o		X h,i,m			X b,h,i,l	X i,l,s
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X a, c, e, n		X h,l	X a,b,c,d, e,i		X b,c,d,f, h,k,n,o	X b,c,d,h	X d,h,k,l	X c,k

Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.								
	X	X	X	X	X	X	X	X
	a,d,f	f,g,j	b,c,e,f, l,m,n,p, r,s,t	d,f	d,f,g	d,f,g	b,e,i,m, n,t	

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): CAEP/ELED	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes
Course Experiences and Assessments				
Identity Paper	Obj. # 2, 4	ILA: 4, 5	KTPS: 2,3,9	
Reading and Engaging with Multicultural Literature	Obj. 3	ILA: 2,4,5	KTPS:2,3	
Sharing Multicultural Literature and ways to incorporate it in literacy instruction	Obj. 1, 2, 3	ILA: 2, 4,5	KTPS: 2,3	
Response opportunities: Professional Development preparation of presentations and Discussion Board responses	Obj. 1, 2, 3, 4	ILA: 1,2,4, 5, 6, 7	KTPS: 2, 3	
Web of Best Practices for Working with Diverse Populations	Obj.# 1, 3	ILA: 1, 2,4,5	KTPS: 2,3	
Professional Learning	Obj.# 1,2, 3, 4	ILA: 1,2,4,5,6	KTPS: 2,3,9	

Experience Creation:				
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ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:

(List assessment or experience if this course includes the criteria. If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by 16 KAR 5:040 Section 5(3).)

Total Number of Hours: minimum of 10	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assessments Related to Standards:

- **The Kentucky Academic Standards (KAS)**
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

EPSB Questions to Address regarding:	Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate
<ul style="list-style-type: none"> • KAS/KECS • KY P-12 Curriculum Framework • P-12 Assessment System to Guide Instruction 	

1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Students in LTCY 527 are practicing teachers and have been introduced to the KAS in prior coursework.
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP

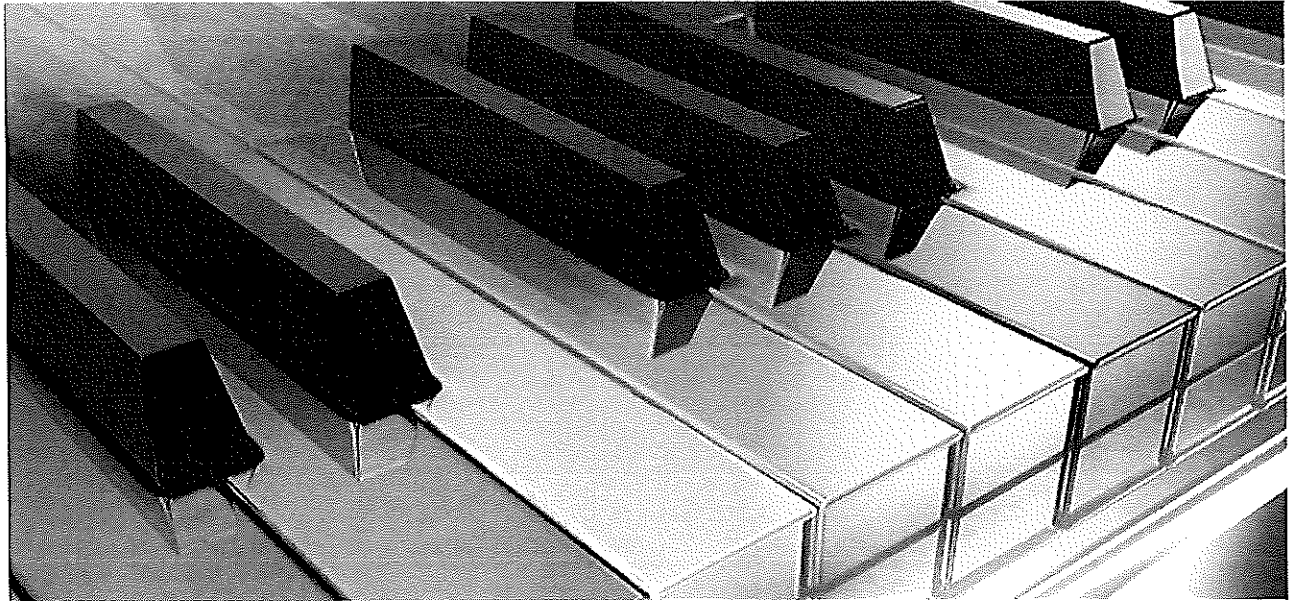
Accreditation:

(Please name and briefly describe the assessment and check which category in the table below the assessment represents. If none, put "N/A.")

CAEP Key Assessment Areas	Assessment and Description
Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	Professional Portfolio (throughout program)
Professional Dispositions	Professional Portfolio (throughout program) Observation of Clinical Practices (520 and 521)
Data and Research driven decision making	Professional Portfolio (throughout program) Diagnostic Report (521) Literacy Specialist Project (695) Learner Dimensions Case Study (523)
Integration of Technology in the discipline	Professional Portfolio (throughout program) Professional Learning Experience Creation (527)
Clinical Practice(integrated practices of diversity)	Professional Portfolio (throughout program) Observation of Clinical Practices (521)

Course Experiences or Assessments Addressing International Literacy Association Standards for Classroom Teachers (2017):

International Literacy Association Standard # and Description	Course Experiences and/or Assessments
<p>STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.</p>	<p>Responses opportunities (1.1, 1.2, 1.3, 1.4) Web of Best Practices (1.1, 1.2, 1.3, 1.4) Professional Learning Experience Creation (1.1, 1.2, 1.3, 1.4)</p>
<p>STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes</p>	<p>Responses opportunities (2.1, 2.2) Reading and engaging with Multicultural Literature (2.1, 2.2, 2.4) Sharing Multicultural Literature (2.1, 2.2, 2.3, 2.4) Web of Best Practices (2.1, 2.2, 2.3, 2.4)</p>
<p>STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.</p>	
<p>STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>Identity Paper (4.1, 4.2) Reading and engaging with Multicultural Literature (4.2, 4.3) Response opportunities (4.1, 4.2, 4.3) Web of Best Practices (4.2, 4.3, 4.4) Professional Learning Experience Creation (4.3, 4.4)</p>
<p>STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.</p>	<p>Identity Paper (5.1) Reading and engaging with Multicultural Literature (5.1, 5.2, 5.4) Web of Best Practices (5.1) Professional Learning Experience Creation (5.1, 5.2, 5.3, 5.4)</p>
<p>STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning.</p>	<p>Response opportunities (6.1, 6.2, 6.3) Professional Learning Experience Creation (6.1, 6.3, 6.4)</p>



MUS 324/ENG 324

Queer Music

3 credits – Spring 2024

Official Course Description: A survey of music and lyrics created by, about, and for the LGBTQIA+ community, including historical, social, economic, cultural, and political influences on the development of queer music. The course content will focus on musical works based on literature, including vocal, choral, theatrical, and film music from antiquity to the present day. Students will study music as a system and explore how queer artists have shaped this system over time.

Course Overview: In its examination of queerness in literary-based music from antiquity to the present day, the course draws from the humanities disciplines of history, sociology, literature, anthropology, music, theater, and film. Students will examine a variety of texts and musical scores to map the ways the system of music has been affected by race, class, sexuality, gender, and nationality. Specifically, this course explores the impact of queer composers, queer performers, and queer audiences upon the systems of music composition, performance, and consumption.

Course Prerequisites: n/a

Instructors: Dr. Nikolai Endres (*he/ him*)

nikolai.endres@wku.edu

Office Hours: TBD

Cherry Hall 133A

Dr. Matthew Herman (*they/ them*)

matthew.herman@wku.edu

Office Hours: M/W/F 9:00-10:00 am

T/Th 8:30-9:30 am

FAC 329

Required Texts:

The Love Songs of Sappho, translated by Paul Roche (Signet) ISBN-13: 978-1573922517

Thomas Mann, *Death in Venice*, translated by Clayton Koelb (Norton) ISBN-13: 978-0393960136

Colonnade Connections Course: Systems Student Learning Outcomes

Students who complete this course will:

1. Compare the study of individual components to the analysis of entire systems.
2. Analyze how systems evolve.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.
4. Describe the interaction between sexuality/gender and the systems of music and literature.
5. Apply course concepts to issues relevant to their academic disciplines.

Grading Policy:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grading:

Participation	25%
Reading/Listening Quizzes	10%
Presentations	25%
Papers	40%

Participation: As this is primarily a discussion class, participation is imperative. Be prepared to ask questions, to challenge assumptions, and to discuss your ideas. Participation should not be confused with attendance, for which you receive no credit. After six (TR) or nine (MWF) absences, you will be dropped from Topnet (because missing one fourth of the class, you cannot possibly meet its learning goals).

Reading/Listening Quizzes: Students are expected to keep up with the reading and listening assignments, which will be assessed through quizzes. It is not enough to merely read and listen passively; students need to actively digest and retain what they read and listen to.

Papers: Your first two papers will involve sophisticated analysis drawing on academic scholarship and will be approximately five pages long. The only stipulation for the paper topics is that they relate to the syllabus. The final paper of ten pages shall incorporate course readings, outside sources, and personal experience in order to synthesize information from the semester into a convincing argument. In all papers, students shall follow MLA format. There will be no late papers, and students should never turn in a paper that has not been proofread carefully.

Academic Integrity: Academic honesty is expected of all students at Western Kentucky University. Western Kentucky University's policy on plagiarism and other forms of academic dishonesty is one of "zero tolerance." As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 282) in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying) and plagiarism. Plagiarism consists of turning in work that is not your own--including quoting material in a paper and not crediting the original author through a citation, copying from a book, pasting the text from web pages, or using an Internet source to obtain a full paper or part of a paper. Student work may be checked using plagiarism detection software. See Academic Dishonesty, Plagiarism, Cheating, and Other Types of Academic Dishonesty in Catalog, p. 282.

The Learning Center: The Learning Center, located at Downing University Center, DUC A330, provides free supplemental education programs for all currently enrolled WKU students. TLC at DUC offers CRLA Certified, one-on-one tutoring in over 100 general education subjects by appointment or walk in. TLC is also a quiet study area, with side rooms designated for peer-to-peer tutoring, and offers a thirty-two-machine computer lab. Additionally, TLC has two satellite locations, one each in Douglas Keen Hall and in Pearce Ford Tower, that provide computer and print service, tutoring, and quiet study areas. For more information, or to schedule a tutoring appointment, please call TLC at (270) 745-6254 or log on to the website at www.wku.edu/tlc. Hours TLC at DUC: Monday-Thursday, 8:00 AM – 9:00 PM; Friday 8:00 AM – 4:00 PM; Sunday 4:00 PM – 9:00 PM. Hours TLC at Keen/PFT: Sunday-Thursday, 6:00 PM – 11:00 PM.

The Office for Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

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ADA Accommodation Statement: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

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Weekly Syllabus (Subject to Change)

Week 1: "If music be the food of love, play on": Queer Music throughout the Ages

Week 2: Voices from Lesbos

Week 3: Cloistered Voices

Week 4: Handel and the Castrato; **Paper 1 Due**

Week 5: Opera

Weeks 6 and 7: *Death in Venice* – Novella, Movie, Opera

Week 8: Musicals I

Week 9: Musicals II; **Paper 2 Due**

Week 10: Spring Break

Week 11: Disco and AIDS

Weeks 12-13: Pop

Week 14: Country and Bluegrass

Week 15: Catching Up; **Paper 3 Due (last day of class)**

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF PUBLIC HEALTH
HEALTH DISPARITIES & HEALTH EQUITY
PH 412-001
MONDAY/WEDNESDAY 11:30-12:25
AC 106**

Contact Information

Instructor/pronouns: Angel N. Shoemake (she/her/hers)
Office: Academic Complex 129F
Office Hours: By appointment, in person or Zoom.
Phone: 270-745-4796
Email: angel.shoemake@wku.edu
Email is the preferred method of contact.

Course Prerequisites

Ph 384

Recommended Text/Materials

Readings will be made available on Blackboard.

Full Use of AI Permitted:

In this class you are free to use generative artificial intelligence (AI) tools such as on assignments and activities in this course. If you chose to utilize AI, you will be expected to properly document and cite this information. For this course, we will use (APA). *Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.*

Course Description

Health disparities are differences in health outcomes that cannot be solely attributed to genetic or biological differences among populations; instead, they are associated with social, cultural, and economic factors such as income, residence, minority status, or educational attainment. Health disparities are diminished, and health equity is achieved when all people have the opportunity to be as healthy as possible despite any social, cultural, or economic differences. Unravelling the multifactorial causes for health disparities and pursuing health equity both require a system-thinking approach.

Course Goals:

This is a Colonnade Connections course, in the Systems category. Students should complete 21 hours of Foundations & Explorations coursework or have Junior status before enrolling in a Connections course.

Since this is a Systems course, students who take this class will be able to do the following:

1. Analyze how systems evolve.

2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

Course Objectives

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

1. Breakdown the determinants of health--genetic, social, economic, cultural, and environmental factors that interact and contribute to health disparities.
2. Examine links between social inequality, structural bias, systemic racism/discrimination, and health disparities.
3. Explain the historical and social roots of current health disparities
4. Analyze population health issues on individual level and population level using systems thinking.
5. Assess the role of professionals in all fields impacting population health in addressing the structural bias, social inequity, and systemic racism that shape health disparities.
6. Evaluate current attempts to address health disparities and improve health equity through public health interventions, health care innovation, and policy proposals and reform.
7. Propose an intervention to improve health equity.

Use of Generative Artificial Intelligence

In this class you are free to use generative artificial intelligence (AI) tools such as (*list relevant examples*) on assignments and activities in this course. If you chose to utilize AI, you will be expected to properly document and cite this information. For this course, we will use (*insert preferred citation style. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.)*)

Attendance

See WKU Academic Attendance Policy. More than FIVE absences without documentation will result in a drop in your letter grade.

Class Policies

1. All class correspondence will be conducted via your official WKU email and blackboard. It is your responsibility to check these regularly.
2. Technological problems are not an excuse for a late assignment or late test. If you experience computer problems or you do have problems with Blackboard or a Technology product, it is your responsibility to call the helpdesk FIRST at 270-745-7000 or log onto their website www.wku.edu/helpdesk. If they cannot solve your problem, then contact me via email or telephone with a case number and I will resolve the problem from my end if it is necessary.

3. Back-up all of your files and the course work you submit. Since we are dealing with the imperfections of cyberspace, unexpected errors can occur.
4. Late work must be discussed with the instructor. Please DO NOT email me the night before. If your work is late it needs to be discussed prior to 24 hours of the due date.

Course Requirements:

Graded assignments:

1. Feedback loop model: impact of stress due to discrimination on the body. Students will examine the effect of sustained stress due to experience of interpersonal and structural racism on physical health. Product will be a model (graphic) plus text explanation of the feedback loop and reflection on the modeling process.
2. System model: impact of structural racism on health status of a population. Students will examine the effect of economic, social, and political marginalization on population health status of a defined population. Product will be a model (graphic) plus text explanation of the documented system and reflection on the modeling process.
3. Policy brief: students will research and prepare a fact sheet on a specific intervention to increase health equity. This will include arguments on why intervention should be implemented in the local community.
4. Discussions and Class Activities: Initial discussion post will be due the Wednesday of that week by 11:59PM. Unless otherwise specified, you must respond to two peers in a SUBSTANTIAL way by the Sunday of that week by 11:59PM

Project & presentation:

Students will carry out research on a specific population and health disparity, analyze the disparity from a systems perspective, identify what needs to be done to improve health equity, and propose an intervention to increase health equity. Students will also orally present their findings.

CAVEAT

The above schedule and procedures in this course are subject to change in the event of Extenuating circumstances.

Academic Integrity

WKU POLICY ON PLAGIARISM:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. You need to remember that the Blackboard has a built-in program that checks student work for plagiarism.

WKU POLICY ON CHEATING:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

ADA Accommodations

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Title IX/ Discrimination & Harassment

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Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑎᑎᑎᑎᑎᑎ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

WESTERN KENTUCKY UNIVERSITY
Department of Public Health
WOMEN'S HEALTH
PH 464

Instructor: Jae Kim

Office: AC 139

Class Location: Web-based

Office Phone: 745-5862

Office Hours: MWF: 10:30a.m.-12:30p.m. (Phone/Virtual/In person) or by appointment

E-Mail: jae.kim@wku.edu

Required Text:

Alexander, L.L., LaRosa, J.H., Bader, H., Garfield, S., & Alexander, W.J. *New Dimensions in Women's Health* (8th Edition). Sudbury, MA: Jones and Bartlett.

You may be able to use the 7th edition, because there are not many changes between the two.

ISBN: 9781284178418 (8th edition)

ISBN: 9781284088434 (7th edition)

Course Description:

This course analyzes the major health problems of contemporary women, with a special emphasis on health promotion, disease prevention, and consumer health concerns. It is a web based class. Thus all coursework, including exams, will be completed on-line.

Course Goals:

- 1) To enhance student understanding of the many factors that positively and negatively affect the health of women.
- 2) To involve students in assessing their own health status and threats to their future health and quality of life.

Course Objectives:

By the end of the semester the student will be able to:

1. Describe how the women's health movement affected health status, health research, and health care of women.
2. Critically analyze and discuss findings and implications of selected research studies that explore various health and health care issues of women.
3. Identify the common diseases and disorders of women: their causes, prevalence, risk factors, symptoms, treatment, and preventive measures.
4. Analyze selected factors that serve as barriers to women's health status and ways that public policy, health organizations, and women themselves can enhance health behavior.
5. Discuss the status and trends in the health of women, with special attention to differences based on age, race, ethnicity, sexual orientation, and socioeconomic status.
6. Explore selected physiological changes a woman's body undergoes (i.e., menarche, pregnancy, childbirth, menopause, aging, etc.) and their psychosocial impact.

7. Analyze information and make informed decisions to enhance personal health status and medical care.

Course Format:

This on-line course consists of 15 chapters that are organized into 4 Sections. Each Section contains PowerPoint, assignments, and a test. The on-line class sessions are asynchronous and allow students to work within specified time parameters for each section. After completing all readings in a Section, students will complete assignments and a test. Each assignment is intended to expand the student's critical thinking skills and to apply information just learned.

Attendance Policy

The University policy states that "Registration in a course obligates the student to be regular and punctual in class attendance." Since this is an online course, the student is expected to participate in class discussions (postings) and submit materials by the due dates. You are responsible for all course information, reading, class discussions, assignments, and exams. The course is designed so that students can work at their own pace EXCEPT there are specific deadlines for each section. If you are falling behind with a legitimate reason, please contact me about your situation. **You are responsible for your own work and your grade will be affected by lack of contribution to the course.**

WKU Policy on Plagiarism

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WKU Policy on Cheating

No student shall receive or give assistance not authorized by the instructor in taking examinations or in the preparation of an essay, laboratory report, problem assignment, or other project that are submitted for purposes of grade determination.

Other Types of Academic Dishonesty

- taking an exam, test or quiz in a course and discussing it with students who take the test at a later time
- submitting the same assignment to two separate courses without consent of the instructor
- helping another student cheat and/or plagiarize
- sabotaging of another student's work

The bottom line regarding Academic Honesty is ---- **ALL** work in the class must be **YOUR** work!

Students with Disabilities

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center.

Title IX Sexual Misconduct/assault

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

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3. Back-up all of your files and the course work you submit. Since we are dealing with the imperfections of cyberspace, unexpected errors can occur.
4. I am available to answer your questions via email. I usually do not check emails on weekends, so if you send me an email on Friday, you may receive my response on the following Monday.
5. Submit all your assignments using 12 font, Times New Roman and double spacing your paper.
6. All assignments will be submitted via blackboard. Submissions are due by 11:30pm Central Time on the day they are due. Late assignments will not be accepted without legitimate excuses and documentations. Also, all tests will be taken online.
7. The penalty for plagiarism or cheating of any kind will be a zero for the assignment.
8. Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Learning activities:

The course will be divided into four (4) sections. In these sections, there will be various assignments such as discussion board, article review, web-site critique, video watch, and group and individual projects.

Course schedule, and instruction and description of each assignment will be given in Blackboard.

Grades are based on an accumulated point system. The following schedule will be used to figure the final grade based on points you have earned from each requirement.

Grading Scale

- A 90% of total possible points
- B 80% of total possible points
- C 70% of total possible points
- D 60% of total possible points
- F below 60%

The course schedule and procedures are subject to change in the event of extenuating circumstances.

PH564: Public Health Issues in Women's Health

Online/web-based
Blackboard

Contact Information

Instructor: Kristen Brewer, Ph.D., CHES[®]

Pronouns: She/her/hers

Office: Academic Complex 129A

Virtual Office Hours: by appointment.

Phone: 270-745-4067

Email: Kristen.brewer@wku.edu

If you need to reach me outside of my office hours, my WKU email address is the quickest way to do so. During the week, I try to respond within 24 hours and 48 hours over the weekend.

Pre-requisites

None

Required Text/Materials

While there is not a required textbook for this course, there will be links to websites, videos, articles, and other supplemental materials posted in the course content in blackboard. Students are expected to read all materials posted unless explicitly marked as optional. Students will also need Microsoft Word (or another program that is compatible) and Microsoft PowerPoint (or compatible program). Additionally, Blackboard will be used for submitting some class assignments, as well as taking exams. Please familiarize yourself with that platform.

Course Description

Examines social, economic, environmental, behavioral and political factors that influence women's health, as viewed from a public health perspective. Investigation of policies, procedures, activities and resources designed to promote and protect the health and wellbeing of women. Includes administration of family resource and youth service centers, and coordination of school health education, healthful environment, and health services.

Course Goals or Overview

This course will cover a range of issues surrounding and impacting women's health. Additionally, this course aims to illustrate how women's health impacts national and global health.

Course Objectives

At the end of this course, students will be able to successfully demonstrate the following objectives based on the CEPH competencies.

1. Explain the impact of women's health on population health.
2. Analyze how structural bias, social inequities, and racism undermine health and create challenges to achieving health equity.
3. Critique current or proposed policies' impact on women's health.
4. Advocate for political, social or economic policies and programs that will improve women's health in diverse populations.
5. Explain the importance of cultural competence in communicating public health content.

Course Assessments

All assignments are due 11:59pm Sunday evening (unless otherwise stated). Written assignments are to be double-spaced, one-inch margins, and in a standard font. References and citations should be in APA format. The [Purdue Website](#) has an excellent tool for assistance with APA if you are unfamiliar. This link is also included in Blackboard.

Reading: Students are responsible for reading/watching weekly material posted in Blackboard. Content may include power points, recorded lectures, videos, podcasts, or other medium. Content will be checked for accessibility; however, if there are issues accessing any content, please notify me immediately so I can fix the content. Anything posted in course content is required reading unless otherwise noted by me.

Quizzes (50 points each): There will be 2 quizzes throughout the course. Students will access these via Blackboard. These are designed to ensure students are keeping up with and comprehending course materials. Students may use their notes and course material for these; however, answers must be in student's own words. These are untimed and may only be completed once. *Assesses objectives 1, 3.*

Participation (5 discussions worth 20 points each): Students will participate in weekly discussion boards through blackboard. Each week student leaders will be assigned to lead the discussion on any topic that aligns with the week's content. Additional instructions are located in blackboard. *Assess objectives 1-3.*

Guest Speakers (50 points): There will be two guest speakers during the course. Students will be expected to attend those via zoom. Dates and times will be sent out in advance so accommodations can be made for those with work or other commitments.

Reflections (25 points each): Students will be assigned two reflection pieces. These assignments are designed to allow students an opportunity to think critically and discuss course concepts. Detailed instructions are posted in Blackboard. *Assess objectives 1, 3.*

Advocacy paper (100 points): Over the course of the term, you will work on a project designed to serve as an advocacy paper. You will conduct a literature review (current policies, current programs, peer-reviewed articles, and current relevant data on the topic) on a topic of your choosing. Based on your review of the appropriate information, you will formulate a stance either for or against an existing policy/proposed policy, or a proposed solution based on evidence-based programs. Please select a CURRENT policy. It can be at a local community level, state, or even federal. This will allow students to apply the knowledge and skills gained through this course to a practical setting. This project should be thorough, feasible, and free of grammatical errors. Detailed instructions can be found in Blackboard. *Assesses objectives 1-3.*

Grading

Grading for this course uses a point system. The point breakdown is listed below:

Quizzes	100 points
Participation	100 points
Guest Speakers	50 points
Reflections	50 points
Advocacy paper	100 points
Total points available	400 points

Grading scale

A = 360-400

B = 320-359

C = 280-319

D = 240-279

F < 240

Academic Integrity

Academic integrity is essential to students' intellectual development, and is a core value of the MPH program. Thus, the work you do in this course – and all MPH courses -- is expected to reflect academic integrity through responsible behaviors, including avoiding plagiarism, unauthorized collaboration, cheating, or other types of [academic dishonesty](#). Students who commit any act of academic dishonesty may receive a failing grade on the assignment/assessment, or a failing grade in the course. [Per policy](#), students may also be reported to the Office of Judicial Affairs for disciplinary sanctions and/or the Graduate School for dismissal from the program. A student who believes a faculty member has dealt unfairly with him/her/them in a course involving academic dishonesty may seek relief through the [Student Complaint Procedure](#).

Diversity, Inclusivity, & Equity

We promote social justice by creating a respectful, collaborative, diverse, inclusive, and equitable environment through teaching, service, and research.

The strength and success of WKU's MPH program is built on the foundation of a wide range of perspectives and experiences. We embrace diverse backgrounds, embodiments, and experiences and are committed to fostering inclusive and accessible environments. We respect physical, social, and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with your instructor, advisor, or MPH staff member right away if you experience disrespect in this class or while part of our program. Whenever possible, we will work to address it in an educational manner. Resources on inclusive language and document accessibility are provided in the MPH Guidebook and MPH Student organizational site on Blackboard.

ADA Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/ Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer

questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [our website](#).

WKU COVID Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

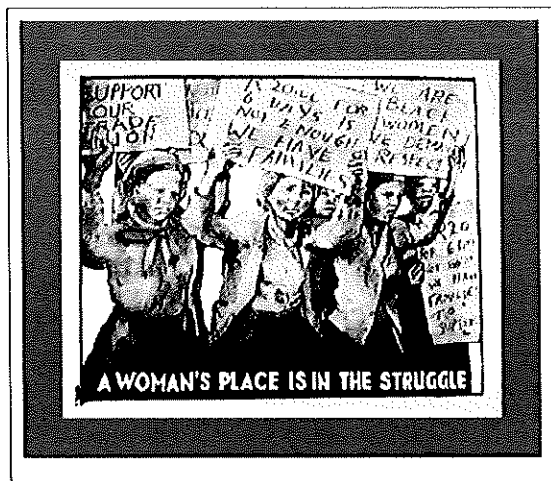


MPH Competencies

This course contributes to the development of the following competencies:

MPH COMPETENCY	Obj.
Evidence-based Approaches to Public Health	
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	
4. Interpret results of data analysis for public health research, policy or practice	
Public Health & Health Care Systems	
5. Compare the organization, structure and function of health systems across national and international settings	
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity.	1
Planning & Management to Promote Health	
7. Assess population needs, assets and capacities that affect communities' health	
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	
9. Design a population-based policy, program, project or intervention	
10. Explain basic principles and tools of budget and resource management, specifically after funding for a project is secured	

MPH COMPETENCY	Obj.
11. Select methods to evaluate public health programs	
Policy in Public Health	
12. Discuss the policy-making process.	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	2
15. Evaluate policies for their impact on public health and health equity	
Leadership	
16. Apply leadership and/or management principles to address a relevant issue; such principles may include creating a vision, empowering others, fostering collaboration, and guiding decision making	
17. Apply negotiation and mediation skills to address organizational or community challenges	
Communication	
18. Select communication strategies for different audiences and sectors	
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	
20. Describe the importance of cultural competence in communicating public health content	
Interprofessional and/or Intersectoral Practice	
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	
Systems Thinking	
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	
WKU MPH Program Competencies	
23. Apply health behavior theories and models to address public health problems.	
24. Locate, cite, and integrate credible and/or peer-reviewed literature into professionally written products.	
25. Apply methods of field epidemiology.	
26. Describe the impact and importance of social determinants of health.	3
27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology.	



PLS 324: Women and the Law Spring 2024

INSTRUCTOR: Julie Shadoan
OFFICE: Cherry Hall 319A
CONTACT: (270) 745-2539, julie.shadoan@wku.edu
OFFICE HOURS: In person or virtually, as posted on BB or by appointment
(Zoom link: <https://wku.zoom.us/j/8976429929>)
COURSE: WEB, 3 hours, K-SC, Colonnade; Prerequisite: 21 hours of Foundations and Explorations Courses, or junior status

COURSE INFORMATION:

A. Textbook:

No textbook is required for this course. Reading and viewing materials will be posted on Blackboard according to the course calendar below.

B. Course Description/Objectives:

This course will examine the treatment of women in and by the U.S. legal system and the systems of select countries. Students will survey landmark cases and legislation that have impacted women's legal rights.

After successful completion of this course, students should be able to:

- Identify ways in which gender and law intersect with race, religion, sexual orientation, and socio-economic status;
- Analyze and interpret statutory and case law written/decided by women;
- Analyze and evaluate historical, contemporary, and future significance of women in the legislative and judicial branches of government;
- Evaluate solutions facing gender discrimination in institutional settings at local, state, national and international levels;
- Develop viewpoints on important legal struggles facing women in society.

C. Class Information/Communication:

The Syllabus, Assignments, and Textbook Information will be posted permanently on Blackboard for your review. In addition, specific assignments will be posted weekly. The Instructor will communicate other course information via email and the announcement board. It is the student's responsibility to monitor Blackboard and email regularly for important information regarding this course.

D. Online Participation/Attendance:

Generally, all assignments will be posted on Wednesday of each week and due dates will be announced with the assignment. Attendance for online courses requires timely submission of all required work according to the posted specifications. You may receive an "F" in this course if you fail to timely submit more than two required assignments without an Instructor-granted excuse.

Excuses will normally be granted for emergencies such as death in the immediate family, serious illness requiring hospitalization or involving contagious disease, Covid 19-related quarantine or positive test, and/or incidents absolutely beyond a student's control. Excuse requests for emergency reasons must be properly documented and determination of whether a late submission will be accepted or will be accepted without penalty remains within the discretion of the Instructor. You should plan accordingly.

E. Honor Code:

WKU, Potter College of Arts and Letters, the Political Science Department and the Professional Legal Studies Program desire to maintain the highest academic integrity. Acts of plagiarism or any other form of cheating or dishonesty will not be tolerated. Anyone committing such acts shall be subject to disciplinary measures as outlined in the WKU Student Handbook, including but not limited to failure of this course.

Unless specifically authorized by the Instructor, NO assignments in this course are to be completed with the assistance of another student.

F. Student Behavior:

The Instructor reserves the right to remove any student from this course for disruptive or disrespectful behavior and/or misuse of Blackboard.

G. Student with Disabilities:

In order for the Instructor to make appropriate classroom accommodations for Students with learning or other disabilities, it is requested that the Student contact the Student Accessibility Resource Center regarding his/her disability prior to the beginning of this semester at: <https://www.wku.edu/sarc/>.

H. Important Student Information:

All WKU Students may access information relating to Americans with Disabilities Act classroom/course accommodation requirements, Title IX sexual assault reporting requirements, student complaints and grievances, active shooter preparedness, emergency preparedness, student legal services, counseling services and police services at: <https://www.wku.edu/syllabusinfo/index.php>

I. **Grading:**

GRADES ARE WEIGHTED. In order to calculate your grade in the course, you should multiply your score on a particular assignment by the weight value assigned to get the actual points earned for that assignment. For example, if you receive a "91" on a project worth 15%, you will multiply $91 \times .15$, earning you 13.65 points for that project toward the total of 100 points available for the course. At the end of the semester, add up all actual points earned, and final grades will be awarded according to the standard scale: 90-100, A; 80-89, B; 70-79, C; 60-69, D; Below 60, F.

SPECIFIC GRADING WEIGHTS FOR PLS 324:

Journal Entries (6 total/5 required, 6 points each)	30
Student-Led Discussions (2 total, 10 points each)	20
Paper 1	20
Paper 2	30

TOTAL POINTS AVAILABLE: 100*

*Rubrics as to form and substance for grading purposes will be posted with each assignment.

COURSE CALENDAR:

WEEK	TOPIC	ASSIGNMENT
1/17	Course Overview; Historical framework for Law	BB Reading/Viewing Materials; Student Introductory Post
1/24	Laws Affecting Women, U.S.	BB Reading/Viewing Materials; Journal Entry
1/31	Laws Affecting Women, U.S.	BB Reading/Viewing Materials; Journal Entry
2/7	Female Influencers, U.S.	BB Reading/Viewing Materials; Journal Entry
2/14	Female Judges/Justices, U.S.	BB Reading/Viewing Materials; Journal Entry
2/21	Female Legislators, U.S.	Student Led Discussions
2/28	Paper #1	Paper #1 Drafting
3/6		Paper #1 Editing
3/13	Laws Affecting Women, International	Paper #1 DUE BB Reading/Viewing Materials; Journal Entry
3/20	SPRING BREAK	No Assignment
3/27	Laws Affecting Women, International Influencers	BB Reading/Viewing Materials; Journal Entry
4/3	Global Women's Issues	BB Reading/Viewing Materials; Student Led Discussions
4/10	Making Connections	Paper #2 Drafting/Editing
4/17	Paper #2	Paper #2 Outline Due
4/24	Paper #2	Paper #2 Drafting/Editing; Voluntary Instructor Meetings on Zoom
5/1		Paper #2 DUE @ 11:59 p.m.

NOTE: The above course calendar is preliminary in nature and may be subject to change as the semester progresses. Revisions will be posted accordingly.

MINORITY POLITICS
PS 373
Spring 2024

Dr. Saundra Curry Ardrey
Office Hours: Tuesday, Thursday 11:30 – 12:30
CH 319C
Email: Saundra.ardrey@wku.edu

Minority Politics examines the contemporary efforts made by minorities to organize for effective political action. The course discusses the political, social, and economic constraints on the development of that power. This course is lecture/discussion with much emphasis placed on “discussion”; therefore, students are expected to read all class assignments and to take an active part in class discussions.

The objectives of this course are to:

- 1) understand the basic concepts and issues of minority politics;
- 2) distinguish and compare the salient features of minority group politics with those of American politics generally;
- 3) examine the political, economic and social position of marginalized groups in American politics;
- 4) familiarize students with political strategies used by these groups, their leaders and organizations;
- 5) understand the contemporary and historical theories that are integral to race and ethnic politics;
- 6) develop student’s ability to critically assess and discuss issues of race in politics;
- 7) understand the effect that race, racism and discrimination have on shaping political behavior and institutions.

Course Requirements: Effective participation means being prepared, engaged, respectful, and following the discussion ground rules. Participation in discussion is a crucial element of developing a learning community. That said, if you anticipate that participating in discussions will be a major obstacle for you (due to anxiety, disability, or a language barrier), please let me know early in the semester so we can brainstorm alternative ways for you to participate meaningfully in class discussions.

Participation can be used to significantly boost your grade.

Discussion Ground Rules: In class dialogue is a central part of this course. These discussions will be based on the assigned readings and other class material. Active participation enhances your critical thinking skills and exposes you to alternative opinions on a wide range of issues. Students will learn how to defend their views in a rational, non-confrontational way when presented with an opposing idea.

Many of these issues will be controversial and/or sensitive. My goal is to create a comfortable environment where students feel free to express their opinions. At the same time, we must respect one another and maintain a constructive and civil dialogue. Failure to follow these guidelines will lead to dismissal from the class discussion. Continued abuse may lead to dismissal from the course and a failing grade.

Student assessment: There will be several tests on class readings and assignments throughout the semester and a comprehensive final. Your course grade will be based on the following assessments...

- Test One worth 100 points
- Test Two worth 100 points
- Test Three worth 100 points
- Comprehensive final exam worth 150 points

Grading Scale

The assessments total 450 points.

450 - 405 = A 404- 360= B 359 – 315 = C 314 – 270 = D Below 270 = F

Please Note

Make-up exams are not given without written excuses and/or prior arrangements with the professor. Of course, emergencies do happen, so keep in touch with the professor.

Attendance policy

Assessment of class participation will be based on consistent engagement throughout the semester. Attendance is another way to assess participation. Students are expected to attend every class. If you know you will miss a class, please let me know as soon as possible.

Academic Dishonesty

Cheating on any test or written assignment is a University offense and can lead to dismissal from the University. “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student life for disciplinary 3 sanctions. A student who believes that a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint.” Excerpt from *Student Handbook*

Required readings

Can We All Get Along?, McClain and Johnson Carew

The Politics of Losing, McVeigh and Estep

Readings and articles embedded in the syllabus and on Blackboard (BB) Content

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 v/tty. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

PART I Conceptual Frameworks

I. America's dilemma in the 21st century

Can't We Get Along, Pat Boone, 2020, YouTube video

Discussion question - Has Dr. Martin Luther King's dream been fulfilled?

II. American government foundation and minorities

Assignment: "America's Dilemma", McClain, chapter 1,

III. Demographic and Population Politics

a. Resources and status of America's minorities

Assignment: "Population Size, Socioeconomic Status and Concentration", McClain, p. 27-42

Assignment:

"Who's Hispanic?" | Pew Research Center

<https://www.pewresearch.org/fact-tank/2020/09/15/who-is-hispanic/>

"Who is Black? One Nation's Definition," F. James Davis

<https://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>

"Who is White in America and Why?", William Spivey, June 2020

<https://medium.com/datadriveninvestor/who-is-white-in-america-and-why-cbd102af5ae5>

"What Does it Mean to be Asian American?", YouTube, May 2023

<https://www.youtube.com/watch?v=XVn0uL64rx8>

Assignment: Complete the "Social Identity Wheel" (BB) for class discussion

IV. A frank conversation about race

a. Race and Racism

Assignment: "Race and Racism,"

<http://www.intergroupresources.com/race-and-racism/>

Class activity: "Do I benefit from racism?" (BB)

b. White Privilege (Lecture)

Class discussion: "Privilege in Social Settings"

c. White Fragility

We will have a frank and perhaps even difficult conversation about why it is so hard for white people to talk about race and racism. It is a conversation that will make you uncomfortable. It is supposed to make

you feel uncomfortable. We will challenge your assumptions, your socialization, your way of thinking. This conversation may cut deep into your psyche. BUT this is a much-needed conversation if we are to truly learn from each other.

Assignment: “White Fragility: Why It’s so Hard for White People to Talk About Racism”, Robin Diangelo, YouTube video
<https://youtu.be/45ey4jgoxeU>

TEST One – sections I – IV

PART TWO The Fight for Equality

- V. Politics of the powerless: social movements
Assignment: McClain, p. 42-72

Assignment:

Video: [A Time for Justice: African American Civil Rights Movement](#)

Video: [Chicano! Mexican Civil Rights Movement: Quest for a Homeland](#)

Discussion questions

How have social media platforms altered the way in which social movements and political activism organizations operate?

Should these platforms be added to the list of effective strategies used by marginalized groups. What are the pros and cons of this strategy? Consider this question in the context of Black Lives Matter specifically.

Test Two (Section VI)

- VI. Participation in the political system
a. Frameworks to study racial and ethnic politics

Assignment: McClain, p. 73-77

- b. Group and intersectional identity politics

Assignments:

McClain, p. 77 – 83 (group identity)

McClain, p. 213-226 (intersectional identity)

“The Framing of Intersectional Identity”, Kimberle Crenshaw

<https://www.youtube.com/watch?v=sWP92i7JLIQ>

White Identity Politics”, an interview with Ashley Jardina and Sean Illing

The Politics of Losing: Trump, the Klan, and the Mainstreaming of Resentment, Rory McVeig and Kevin Estep

- c. Political ideology and partisan identification

Assignment: McClain, p. 83-106

Discussion question

Who should minority groups support in the 2024 presidential election?

- d. Voting behavior

Assignment: McClain, p. 106-115

In class discussion of minority voting behavior in 2020 presidential election

Assignment: “The Myth of the ‘Latino Vote’”, Latino USA podcast, November 13, 2020

Test Three (Section VIa-d)

PART III The Fight for Equality: Public Policy

VII. Policy and the Policymaking Process

- a. Steps in the public policy process

Assignment: McClain, p. 153 – 179

Assignment: Key Supreme Court Cases
(See “The Fight for Equality: Public Policy power point”)

Discussion question

Which of the political institutions (executive, legislative and judicial) do you think has the greatest impact on public policies that affect minority group members? Support your position with specific current day examples/issues.

- b. The fight for diversity, equity, and inclusion

Assignment: “The Benefits of diversity education”, Kite and Clark, 2022
<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/benefits-of-diversity>

Assignment: Critique of Kentucky 2024 Senate Bill Six
<https://apps.legislature.ky.gov/record/24rs/sb6.html>

- VIII. Will we ever “All just get along?”
- a. Coalition or competition
Assignment: McClain, p. 249-268

 - b. Looking to the future
Assignment: McClain, p. 271-285

Final Exam

MINORITY POLITICS Honors Augmentation
PS 373
Spring 2024

Dr. Sandra Curry Ardrey
Office Hours: Tuesday, Thursday 11:30 – 12:30
CH 319C
Email: Sandra.ardrey@wku.edu

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Assignment: "Population Size, Socioeconomic Status and Concentration", McClain, p. 27-42

Assignment:

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<https://www.pewresearch.org/fact-tank/2020/09/15/who-is-hispanic/>

"Who is Black? One Nation's Definition," F. James Davis
<https://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>

"Who is White in America and Why?", William Spivey, June 2020
<https://medium.com/datadriveninvestor/who-is-white-in-america-and-why-cbd102af5ae5>

"What Does it Mean to be Asian American?", YouTube, May 2023
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Class discussion: "Privilege in Social Settings"

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TEST One – sections I – IV

PART TWO The Fight for Equality

V. Politics of the powerless: social movements

Assignment: McClain, p. 42-72

Assignment:

Video: [A Time for Justice: African American Civil Rights Movement](#)

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Discussion questions

How have social media platforms altered the way in which social movements and political activism organizations operate?

Should these platforms be added to the list of effective strategies used by marginalized groups. What are the pros and cons of this strategy? Consider this question in the context of Black Lives Matter specifically.

Test Two (Section VI)

VI. Participation in the political system

a. Frameworks to study racial and ethnic politics

Assignment: McClain, p. 73-77

b. Group and intersectional identity politics

Assignments:

McClain, p. 77 – 83 (group identity)

McClain, p. 213-226 (intersectional identity)

“The Framing of Intersectional Identity”, Kimberle Crenshaw

<https://www.youtube.com/watch?v=sWP92i7JLIQ>

“White Identity Politics”, an interview with Ashley Jardina and Sean Illing

The Politics of Losing: Trump, the Klan, and the Mainstreaming of Resentment, Rory McVeig and Kevin Estep (See Honors Augmentation)

- c. Political ideology and partisan identification

Assignment: McClain, p. 83-106

Discussion question

Who should minority groups support in the 2024 presidential election?

- d. Voting behavior (See Honors Augmentation)

Assignment: McClain, p. 106-115

In class discussion of minority voting behavior in 2020 presidential election

Assignment: “The Myth of the ‘Latino Vote’”, Latino USA podcast, November 13, 2020

Test Three (Section VIa-d)

PART III The Fight for Equality: Public Policy

VII. Policy and the Policymaking Process

- a. Steps in the public policy process

Assignment: McClain, p. 153 – 179

Assignment: Key Supreme Court Cases

(See “The Fight for Equality: Public Policy power point”)

Discussion question

Which of the political institutions (executive, legislative and judicial) do you think has the greatest impact on public policies that affect minority group members? Support your position with specific current day examples/issues.

- b. The fight for diversity, equity, and inclusion

Assignment: “The Benefits of diversity education”, Kite and Clark, 2022

<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/benefits-of-diversity>

Assignment: Critique of Kentucky 2024 Senate Bill Six

<https://apps.legislature.ky.gov/record/24rs/sb6.html>

- VIII. Will we ever “All just get along?”
- a. Coalition or competition
Assignment: McClain, p. 249-268
 - b. Looking to the future
Assignment: McClain, p. 271-285

Final Exam

Honors Augmentation

In general, the expectation is that students in the Honors section will be discussion leaders. This requires reading of the assigned material, taking notes, and taking an active role in answering questions and facilitating discussions throughout the semester.

More specifically...

Section IV. A Frank Conversation about Race

Duration of discussion – One class period

You are to help lead the class discussion on white fragility.

- Do background research to familiarize yourself with the concept of white fragility.
- Before class discussion, listen to the “White Fragility” YouTube video with a critical ear. Take notes on points you think important and that will encourage lively discussion.
- Engage in dialogue with Dr. Ardrey so that you are familiar with the concepts and comfortable discussing issues discussed in the video. Sort of a “practice session”.

Students may be reluctant to talk. Your task is to ask probing questions – peer to peer – to help them feel more comfortable with sharing their thoughts.

Read Develop strategies and tactics that will engage students to participate in the discussion. This may include scenarios ripped from the headlines or “what if” scenarios created by you.

Section VIb. Group and intersectional identity politics

Duration of discussion – one class period

Read The Politics of Losing: Trump, the Klan, and the Mainstreaming of Resentment. Answer the Study Guide questions. In consultation with the professor, select two or three of the questions to “bring alive” in the classroom.

Section V. It's All About the People

Duration of presentation – a set of 30 second media spots

Something funny, light but poignant on the importance of BIPOC participation in the upcoming May primary in Kentucky. Spots to be posted on the Department of Political Science website and on other WKU campus websites.

**Women and Politics
PS 374
Fall 2023**

Dr. Sandra Ardrey (Sandra.ardrey@wku.edu)
Cherry Hall 219C
Office hours T/R 11:30 – 12:15 and by appointment

WOMEN ARE POWERFUL AND DANGEROUS!!

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This matter of gendered lenses, or rather the lack of gendered lenses in which to assess the impact of a crisis and to develop policy was most evident during the COVID-19 global pandemic. The theoretical questions - “Why does gender matter?” “What difference does it make to view a crisis, i.e., the pandemic through gendered lens?” “What becomes visible when we look at intersectionality?” – become essential questions amidst the reality of a pandemic.

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Students who complete this course will:

- Analyze the development of self in relation to others and society.
- Examine diverse values that form civically engaged and informed members of society.
- Evaluate solutions to real-world social and cultural problems.

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- a. recognize and understand the gendered lenses on politics
- b. understand feminist theory and the power of gender

- c. be aware of and understand gendered differences in political behavior and attitudes
- d. be familiar with how diverse women are in their political beliefs and activism
- e. understand the contradiction of gender equality: attention to gender inequality has expanded dramatically in the past decade while on the other hand continued crisis of representation and socioeconomic disparities between and among women and men
- f. be self-conscious about their political participation

Required Books: Women and Politics: The Pursuit of Equality, 4th Edition, Lynne E. Ford in the WKU bookstore. A packet of readings posted on blackboard. Readings from this packet are designated on the syllabus with the symbol ®.

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WOMEN AND POLITICS

PART I Women, Equality and Feminist Theory Weeks 1-2

I. Introduction

Lecture: “Gendered Lenses on World Politics”

“Policy Brief: The Impact of COVID-19 on Women”, United Nations Report, April 9, 2020

II. Which path does your voice take?

a. the first path: the legal equality doctrine

Assignment: Women and Politics, Ford, p. 1-12

b. the second path: the fairness doctrine

Assignment: Women and Politics, Ford, p. 12-19

III. Equality and feminist theory

Weeks 3-5

a. the “f” word as political voice

Assignment: Student group assignment. See Blackboard course content for discussion guidelines.

- liberal feminism (Freidan, The Feminine Mystique; NOW’s

Statement of Purpose; Gilligan, “In a Different Voice”; bell hooks, Feminist Theory: From Margin to Center

- radical feminism (Dworkin, “Intercourse”, “Radicalesbians”, “The Woman-Identified Woman”; Shulamith Firestone, “The Dialectic of Sex: The Case for Feminist Revolution”; Germaine Greer, The Female Eunuch)

- socialist feminism (“Redstockings Manifesto”; Charlotte Gilman, “Women and Economics”; Women’s Liberation Union, “Socialist Feminism: A Strategy for the Women’s Movement”)

- global feminism (Rosemarie Tong, Feminist Thought; Robin Morgan, Sisterhood is Global; Peggy Antrobus, The Global Women’s Movement)

- womanist theory (Alice Walker, “Womanist Theory”; K.W. Crenshaw, “Intersectionality, Identity Politics and Violence”; Linda Bell, “Beyond the Margins: Black Women Claiming Feminism” and “A Black Feminist Statement”)

- antifeminism (Eagle Forum and Phyllis Schlafly; “When the Anti-Feminists Roared Back”, “Women Against Feminism: An Analysis of Anti-Feminist Comments on Tumblr”, Monica Pham, University of Washington, 2021)

In the Pham article, focus on the categories for why women reject feminism.

b. Bimbo feminism

- **Assignment:** “The Spectacular Femininity of Bimbos and ‘Barbie’”, NPR <https://www.npr.org › 2023/07/14 › the-spectacular-femi...>

Discussion How does bimbo feminism “fit” with your group’s feminism?

“Where I Stand” Reflective Essay Due (See Blackboard course content for paper guidelines.)

PART II The Fight for Equality: Suffrage and Beyond Weeks 6-7

Lecture: The Four Waves of Feminism: An Imperfect Historical Lens

Assignment: Ford, p.19-34

IV. U.S. suffrage

a. Foundation of the Women's Rights Movement

Assignment: “Without a Whisper: Konnon:Kwe,” Katsitsionni Fox, explores the untold story of how indigenous women influenced early suffragists”, PBS Short Film Festival [PBS Short Film Festival | Without a Whisper | Season 2021 | Episode 22 | PBS](https://www.pbs.org/shortfilms/festival/without-a-whisper/)

b. First Wave - The Suffrage Movement

Assignment: [Woman Suffrage Part I and Part II](https://www.youtube.com/watch?v=-wJlao3vJNY&t=501s) – YouTube video ®

Assignment: Ford, p. 35-56

c. Second Wave – Equal rights and opportunity

Assignment: <https://www.youtube.com/watch?v=-wJlao3vJNY&t=501s>

The Equal Rights Amendment, Ford, p. 57- 76

d. Third Wave – Challenging the definitions of femininity

Assignment: “Third Wave and Queer Feminist Movements”, UMass Amherst, <https://openbooks.library.umass.edu/introwgss/chapter/third-wave-and-queer-feminist-movements/>

“African American Women Suffragists Finding Their Own Voice” ®

“Riott Grrl: The 90s Movement that Redefined... video

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e. Fourth Wave – Empowerment of Women

Assignment: “Efemia Chela: What is 4th Wave Feminism” You Tube (1:31 min)

“What does 'Bimbofication' mean for feminism?” The Mancunion

<https://mancunion.com> › News › Fashion & Beauty, March 2022

EXAM ONE

PART III Participation and Protest

Weeks 9 - 11

V. We are WOMEN! Hear us roar!

a. Suffrage accomplished – now what?

Assignment: Ford, chapter 3

“Tracking Gender in the 2020 Presidential Election”, Center for American Women and Politics.
[Tracking Gender in the 2020 Presidential Election \(rutgers.edu\)](https://www.rutgers.edu/cawp/tracking-gender-in-the-2020-presidential-election)

b. women as political actors

Assignment: Ford, chapter 4

“Gender Differences in American Political Behavior”, Mary Kate Lizotte,
[Scholars Strategy Network](https://scholars.org/contribution/gender-differences-american-political-behavior), November 1, 2017

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“The Rising Participation of Latinas in U.S. Politics and Public Office-Holding”,
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“African American Women and Electoral Politics”, Wendy Smooth, [Gender and Elections](https://www.fox.com/gender-and-elections), Carroll and Fox ®

c. women as political actors: advocacy

Assignment: Ford, chapter 5

The Politics of Outsiders and the #MeToo Movement

- d. women in elected and appointed positions: an uphill struggle

EXAM TWO

PART IV Women, Public Policy, and Participation

Weeks 12-14

VI. Women and Public Policy – What women want...

Lecture: “Policy and Culture change” (PowerPoint on BB)

“Policy Making” (PowerPoint on BB)

- a. education and the pursuit of equality

Assignment: Ford, chapter 6

What does the world of education for girls look like?

Girls' Education Overview - World Bank

<https://www.worldbank.org/topic/girlseducation>

- b. women and work: in pursuit of economic equality

Assignment: Ford, chapter 7

“Women in the Workplace”, McKinsey and Company, October 2022

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VII. **Wrap Up and Concluding Remarks**

Week 15

Assignment: Ford, p. 424-443

Watch “The Little Mermaid”, 1989, and “The Little Mermaid”, 2023

How has the “f” word been reimagined and reframed?

Women and Politics

PS 374

Fall 2023

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EXAM ONE

PART III Participation and Protest

Weeks 9 - 11

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EXAM TWO

PART IV Women, Public Policy, and Participation

Weeks 12-14

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- c. the politics of family and fertility

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Week 15

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