

Summer 2019: 1st session (May 13-June 28)
WS 201: Introduction to Women's and Gender Studies

ONLINE COURSE ON DESIRE2LEARN: <https://d2l.msu.edu/>

Instructor: Professor Kristine Byron byronk@d2l.msu.edu

Teaching Assistant: Sandra Beals bealssan@d2l.msu.edu

Note: Email is the best way to reach us. Please use the d2l email above for this. We are both always available, but as a general rule of thumb, direct questions about writing assignments and discussion assignments to Sandra Beals and questions about quizzes, course content, and general questions to Kristine Byron.

Course Description and Objectives:

This online course is an interdisciplinary introduction to Women's and Gender Studies, which raises critical questions about why and how culture and institutions have shaped gender roles and expectations. It explores how women and men from diverse racial, ethnic, national, and sexual backgrounds live in and engage with the world and how processes of global change affect gender relations locally, nationally, and internationally. Each unit is designed to define issues central to gender studies and to lay the foundation for more advanced study. Specific topics include: definitions of women's studies and concepts central to feminism, including intersectionality; organized feminist movements for change around the world; differences of culture, race, class, sexual orientation, age, etc. among women; sexuality and appearance; violence against women; stages in women's life cycle; women's paid and unpaid work; and other global and cross cultural concerns.

Throughout the course we will seek to: (1) Appreciate the variety of global perspectives from which women, as a topic of study, can be approached, for example, seeing women as agents, creators, and contributors to history and contemporary society; seeing women as oppressed and victimized (including seeing women as acting within the context of gender relations; and seeing women as creators of survival skills, social networks and art within separate women's cultures.) (2) Promote appreciation of both similarities and diversity among the experiences, biology and world-views of women historically, cross-culturally and across social class, racial and ethnic groups. (3) Clarify concepts basic to feminist thought, such as sex/gender systems, sexual orientation, patriarchy, sexism, oppression. (4) Integrate personal experience, where appropriate, with the knowledge of the course. (5) Clarify and contextualize historically different ideological and political feminist positions. Our readings and discussions will draw from multiple perspectives and artistic forms, including, films, poetry, narrative, political cartoons, historical documents, music, photographs, history, and cultural criticism.

Course Requirements: Students are expected to do all the assigned readings, complete all writing, current events, and discussion post assignments, complete all quizzes, and complete a few other required activities. This is an INTENSIVE ONLINE COURSE. Online courses offer great flexibility (for all of us!) but also require great diligence, discipline, and capacity for independent work. We are covering an entire semester of material in this 7-week summer session. Therefore it is imperative that you dedicate the necessary time to successfully complete all the requirements for this class. **Expect to spend at least 18-22 hours per week on course-related activities**, including reading, writing, viewing, thinking, planning. You should log into d2l every single day (and probably multiple times a day). It is **your responsibility** to keep up-to-date with all assignments and any news items or changes via the course webpage. **Late work will not be accepted.**

Though we may not be meeting in a physical classroom, we are participating in a virtual classroom environment on d2l that allows for a substantial amount of interaction. In addition, in courses that deal with such a variety of materials, we recommend that students keep a *reading journal*. This could be a dedicated notebook, binder, or journal. In it, you can write your reactions, questions, ideas, and observations that will help you prepare for quizzes, develop ideas for your media project, and brainstorm

for discussion posts and writing assignments. If you are having problems with any assignment, it is your responsibility to contact the instructors.

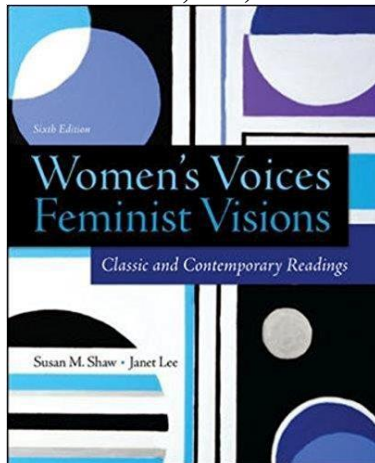
Course Website on DESIRE2LEARN: <https://d2l.msu.edu/>

Be sure you are familiar with the d2l interface. There are tutorials and help files on the site. We will be using the website for all of our graded coursework, so it is important that you are “in the know.” **Direct all questions about technology to the d2l help** desk online or by phone at: (517) 432-6200 or toll free: (844) 678-6200. Course content questions should be directed to the instructors. Please be sure to **use the d2l mail function in our course page** to ensure your messages are received in a timely manner. You are required to complete a d2l readiness self-check at the beginning of the course.

Help for new version of D2L: <https://help.d2l.msu.edu/daylight>

Required Text:

***Women’s Voices, Feminist Visions: Classic and Contemporary Readings* (Susan Shaw and Janet Lee, eds.) 6th edition.**



Available for purchase or rental on Amazon/Barnes and Noble and in MSU area bookstores. **Be sure to get the 6th edition—other editions do not have the required course readings!** Most affordable option is rental—recommended you choose two-day shipping. Check MSU area bookstores for affordable used copies

https://www.amazon.com/Womens-Voices-Feminist-Visions-Contemporary/dp/0078027004/ref=sr_1_1?ie=UTF8&qid=1494523401&sr=8-1&keywords=women%27s+voices%2C+feminist+visions

<http://www.barnesandnoble.com/w/womens-voices-feminist-visions-susan-shaw/1119330487>

All other required materials will be available on d2l

Final Grades:

Writing Assignments	30%
Discussion Post Assignments	30%
Weekly Quizzes	25%
Current Events Assignments	10%
Other required activities	5%

Grade Scale

4.0----	93-100%
3.5----	85-92%
3.0----	80-84%
2.5----	75-79%
2.0----	70-74%
1.5----	65-69%
1.0----	60-64%
0.0----	00-59

Please note that all due dates and times reflect Michigan time (Eastern Daylight Time). Be sure to take this into account if you are in a different time zone.

Writing Assignments (30%): There will be 5 writing assignments. Prompts and instructions are provided in the writing assignments folder in d2l. Your task is to write a formal academic essay that responds to the given prompt. Each essay should be 500 to 750 words total, not including your paper heading and citations. Each essay will be graded on a 100 point scale. You do not need to write more than 750 words for full credit. Upload assignments as a .doc or .pdf file in the appropriate assignment dropbox before 11:59 pm (Michigan time) on the due date.

Discussion Post Assignments (30%): In lieu of a physical classroom, we will be discussing course material for each week on our course website. We will post discussion prompts on the week's readings to start the conversation. **Each week** you will be responsible for two tasks: 1) Post at least one original thread addressing the topic for the week, and 2) Respond to **at least three** classmates' posts. We will pose discussion topics for each week, and our discussion will be ongoing throughout the week, which ends Friday night. While you need to have completed all of your posts and replies by Friday at 11:59pm, **you need to post your original thread by Wednesday before 11:59 pm** to facilitate discussion on your post. Plan to interact with your classmates on d2l early and often throughout the week. Treat these posts as a class assignment and not a text, tweet, status update or email to a friend. You should use formal prose (academic English) and have no grammar and spelling errors. A complete post will usually be one long paragraph.

Weekly Quizzes (25%): Students must complete the seven weekly quizzes on d2l. Quizzes will cover material from the assigned readings and any other assigned materials (lectures, videoclips, etc) provided in the content folder for each week. Deadline for taking quizzes will be 11:59 pm Fridays. Please consult the Tips for Taking Online Quizzes in the Orientation/Resource folder, and remember that although these are "open-note quizzes" you must take them yourself. Your IP and login information is traceable, so be sure you follow the academic honesty policy.

Current Events Assignment/Real-life Connections (10%): During the term, all students will participate in the gender studies and current events forum. More detailed instructions and examples will be provided on D2L. You will be asked to complete specific preparatory tasks and/or posts for each assignment.

Other Required Activities (5%): A portion of your grade (5%) will be calculated based on your completion of some required activities (such as the syllabus and d2l self-check activities, the academic honesty pledge, any other class activities on d2l, etc.)

"Netiquette" and Tips for Online Course Success: All course participants are expected to be professional and civilized with all other members of the course. We will post specific helpful documents in the Resources Folder about online course etiquette, writing tips, and so on.

Accommodations for Students with Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities www.rcpd.msu.edu to establish reasonable accommodations. Communicate any authorized accommodations with your instructors as soon as possible; accommodations cannot be provided after the fact.

Commercialized Lecture Notes: Commercialization of lecture notes and university-provided course materials is not permitted in this course. The lectures, syllabus, quizzes, and writing assignments are the intellectual property of the instructors and **we do not give permission** for any of the materials to be distributed to any sources.

Drop Policy: Please be sure you are familiar with university dates and protocols for adding and/or dropping a course. See www.reg.msu.edu/ROInfo/EnrReg/LateAdds.aspx

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, this course adheres to university policies on academic honesty as specified in General Student Regulation 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site www.msu.edu.) Therefore, all course assignments you submit, including homework, , quizzes, essays, etc., should be completed only by you. If you include information from required readings or sources from outside the course, you **must** provide appropriate citations.

Statement on Plagiarism: Plagiarism, which is the use of others’ words and ideas without proper citation and is considered cheating, will result in **automatic failure for the assignment and/or the course** and will be reported to administration, which may subsequently result in administrative action. Handing in someone else’s paper or ideas as your own (including buying or taking papers, sections of papers or ideas, without proper citation, from the internet or a print source) is a very serious offense and will be punished at the maximum permissible extent according to university policy.

Statement on Turnitin: Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

You are expected to do your own, original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com website to complete any work for this course.

Students who violate MSU rules on academic honesty will receive a penalty grade, including but not limited to a failing grade on the assignment and/or in the course.

If you have any doubts or questions please consult with your instructors or refer to the Office of the Ombudsman’s web links on academic honesty at <https://msu.edu/unit/ombud/academic-integrity/>

Gender Studies at MSU:

The Center for Gender in Global Context <http://gencen.isp.msu.edu/> is an interdisciplinary center in International Studies and Programs focused on gender, feminist, and women's studies. Its affiliated faculty and students study how women and men from diverse racial, ethnic, national, and sexual backgrounds live in and engage with the world and how processes of global change affect gender relations locally, nationally, and internationally. Working in conjunction with the academic colleges, the center promotes outstanding undergraduate and graduate education, facilitates research and scholarship of the highest caliber, and undertakes innovative outreach and active learning initiatives. The center concentrates on gender and women's studies through interdisciplinary, comparative, transnational, and trans-cultural approaches. It connects faculty and students in the humanities, social sciences, natural sciences, residential colleges, agriculture and natural resources, and professional fields and has support from all associated academic deans. Those affiliated with the center will consider how global flows of ideas, people, trade, and new communication networks are transforming women and men's lives and gender relations, and they will examine how gendered power structures affect processes of globalization. The intersections of gender

identities with racial, ethnic, sexual, socioeconomic, and other differences will be highlighted in the context of global change.

Please let us know if you have any questions about the syllabus or the course. We will keep you updated with any adjustments. We look forward to a great summer term with you!

Best,
Kristine and Sandra

Course Schedule and Assigned Readings from *Women's Voices, Feminist Visions* (WVFFV)

Note: This schedule corresponds to the required textbook readings from the **6th edition of the book**. Other required materials are listed in the folder for each week of the term. **You are responsible for all of the assigned materials.** Any changes to this schedule will be announced via email.

	Topics	Assigned Textbook Readings
Week 1	Welcome/Orientation Introduction to the Course What is Women's and Gender Studies? Women's and Gender Studies, Perspectives and Practices	Chapter 1: Women's and Gender Studies: Perspectives and Practices What Is Women's and Gender Studies (WGS)?, 1 How Did WGS Originate?, 3 What Were the Origins of Women's Rights Activism in the United States?, 10 What Is the Status of WGS on College Campuses Today?, 12 What Does WGS Have to Do with Feminism?, 13 What Are the Myths Associated with Feminism?, 19 1. Claiming an Education, Adrienne Rich, 28 2. Forty Years of Women's Studies, Bonnie Thornton Dill, 30 3. New York Radical Women No More Miss America, 3 4. A Day Without Feminism, Amy Richards, 34 5. Feminist Politics, Bell Hooks, 37 6. The Power and the Gloria, Rachel Graham Cody, 39 7. Facebook for Women vs. Facebook Designed by Feminists: Different vs. Revolutionary, C.V. Harquail, 43 8. Still Needing the F Word, Anna Quindlen, 46 9. My Heroines, Marge Piercy, 47 Discussion Questions for Chapter 1, 48

<p>Week 2</p>	<p>Systems of Privilege and Inequality</p> <p>Race, Gender, Class as Categories of Analysis</p>	<p>Chapter 2: Systems of Privilege and Inequality, 49</p> <p>Systems of Privilege and Inequality, 49</p> <p>Difference, Hierarchy, and Systems of Privilege and Inequality, 51</p> <p>Discourse, Power, and Knowledge, 60</p> <p>Institutions, 63</p> <p>Conclusion, 67</p> <p>10. Toward a New Vision, Patricia Hill Collins, 72</p> <p>11. Intersectionality, Vivian M. May, 79</p> <p>12. There Is No Hierarchy of Oppression, Audre Lorde, 85</p> <p>13. White Privilege and Male Privilege, Peggy McIntosh, 86</p> <p>14. Cisgender Privilege, Evin Taylor, 93</p> <p>15. Opening Pandora's Box: Adding Classism to the Agenda, Felice Yeskel, 95</p> <p>16. Don't Laugh, It's Serious, She Says, Ellie Mamber, 100</p> <p>17. The Social Construction of Disability, Susan Wendell, 101</p> <p>18. Report from the Bahamas, June Jordan, 108</p> <p>19. Our Grandmothers, Maya Angelou, 112</p> <p>Discussion Questions for Chapter 2, 114</p>
<p>Week 3</p>	<p>Learning Gender in a Diverse Society</p> <p>Family Systems, Family Lives</p>	<p>Chapters 3 and 8</p> <p>Chapter 3: Learning Gender, 116</p> <p>Gender, Culture, and Biology, 116</p> <p>Masculinity, 125</p> <p>Femininity, 131</p> <p>Gender Ranking, 134</p> <p>20. The Five Sexes, Revisited, Anne Fausto-Sterling, 136</p> <p>21. The Social Construction of Gender, Judith Lorber, 141</p> <p>22. Unraveling Hardwiring, Cordelia Fine, 144</p> <p>23. Trans Identities and Contingent Masculinities: Being Tombois in Everyday Practice, Evelyn Blackwood, 150</p> <p>24. What's Up with Boys?, Christina Hoff Sommers, 156</p> <p>25. When I Was Growing Up, Nellie Wong, 159</p> <p>26. Through the Lens of Race: Black and White Women's Perceptions of Womanhood, Nicole T. Buchanan, 160</p> <p>27. Wrestling with Gender, Deborah H. Brake, 173</p> <p>Discussion Questions for Chapter 3, 180</p> <p>Chapter 8: Family Systems, Family Lives, 433</p> <p>Definitions of Family, 434</p> <p>Institutional Connections, 440</p> <p>Power and Family Relationships, 443</p> <p>Mothering, 450</p>

		<p>62. Marriage and Love, Emma Goldman, 452</p> <p>63. Who Wants to Marry a Feminist?, Lisa Miya-Jervis, 454</p> <p>64. Family Way, Judith Warner, 456</p> <p>65. Marriage Equality: Three Essays, Gowri Vijayakumar, 459</p> <p>66. Singled Out, Tamara Winfrey Harris, 464</p> <p>67. Lullabies Behind Bars, Beth Schwartzapfel, 466</p> <p>68. My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears, Mohja Kahf, 468</p> <p>Cheaper than a Cow, Miranda Kennedy (pdf)</p> <p>Discussion Questions for Chapter 8, 469</p>
<p>Week 4</p>	<p>Inscribing Gender on the Body</p> <p>Sex, Power, and Intimacy</p>	<p>Chapters 4 and 6</p> <p>Chapter 4: Inscribing Gender on the Body, 181</p> <p>The Social Construction of the Body, 183</p> <p>The “Beauty” Ideal, 188</p> <p>Eating Disorders, 199</p> <p>Negotiating “Beauty” Ideals, 202</p> <p>28. Breast Buds and the Training”r; Bra, Joan Jacobs Brumberg, 205</p> <p>29. If Men Could Menstruate, Gloria Steinem, 209</p> <p>30. Prosthetic Power, Aimee Mullins, 210</p> <p>31. Beating Anorexia and Gaining Feminism, Marni Grossman, 211</p> <p>32. Ethnicity and Body Consciousness, Sonya Dal Cin, 214</p> <p>33. What We Do for Love, Rose Weitz, 221</p> <p>34. Hold That Nose, Lisa Miya-Jervis, 231</p> <p>35. Is Fat a Feminist Issue? Exploring the Gendered Nature of Weight Bias, Esther D. Rothblum, 233</p> <p>36. Bodies and Bathrooms, Dan Frosch, 245</p> <p>37. If the Clothes Fit: A Feminist Take on Fashion, Minh-Ha T. Pham, 247</p> <p>Designer Vaginas, Simone Weil Davis (pdf)</p> <p>Body Ethics and Aesthetics among African American and Latina Women, Rubin, Fitts, and Becker (pdf)</p> <p>Discussion Questions for Chapter 4, 248</p> <p>Chapter 6: Sex, Power, and Intimacy</p> <p>The Social Construction of Sexuality, 313</p> <p>The Politics of Sexuality, 323</p> <p>Intimacies, 327</p> <p>Sexual Desire and Gender, Pepper Schwartz and Virginia Rutter (pdf)</p> <p>What is Bisexuality?, Jennifer Baumgardner (pdf)</p> <p>49. The Cult of Virginity, Jessica Valenti, 334</p> <p>51. A World of Difference, Leila J. Rupp, 339</p> <p>52. Some Like Indians Endure, Paula Gunn Allen, 346</p>

		<p>54. Dismantling Hierarchy, Queering Society, Andrea Smith, 354</p> <p>55. Queering Black Female Heterosexuality, Kimberly Springer, 356</p> <p>Women, Sexuality, and Social Change in the Middle East, Pinar Ilkkaracan (pdf)</p> <p>Discussion Questions for Chapter 6, 361</p>
Week 5	<p>Media and Culture</p> <p>Activism, Change, and Feminist Futures</p>	<p>Chapters 5 and 13</p> <p>Chapter 5: Media and Culture, 250</p> <p>Digital Technologies, 251</p> <p>Television, 258</p> <p>Movies, 261</p> <p>Contemporary Music and Music Videos, 264</p> <p>Print Media, 266</p> <p>Literature and the Arts, 271</p> <p>38. Thinking About Shakespeare's Sister, Virginia Woolf, 276</p> <p>39. The Wife, Emily Dickinson, 278</p> <p>40. Rush Limbaugh and the New Networked Feminism, Tom Watson, 278</p> <p>41. Poetry Is Not a Luxury, Audre Lorde, 281</p> <p>42. Enlightened Sexism, Susan Douglas, 283</p> <p>43. If Women Ran Hip Hop, Aya de Leon, 287</p> <p>44. Vampires and Vixens, Jennifer Esposito, 288</p> <p>45. Don't Act Crazy, Mindy, Heather Havrilesky, 293</p> <p>46. Beyoncé: Feminist Icon?, Sophie Weiner, 296</p> <p>47. Cyberactivism and the Role of Women in the Arab Uprisings, Courtney C. Radsch, 298</p> <p>48. Bad Girl, Good Girl: Zines Doing Feminism, Alison Piepmeier, 308</p> <p>Sexting, Amanda Lenhart (pdf)</p> <p>Cyberactivism and the Role of Women in the Arab Uprisings, Courtney C. Radsch (pdf)</p> <p>Growing the Size of the Black Woman: Feminist Activism in Havana Hip Hop, Ronni Armstead (pdf)</p> <p>Discussion Questions for Chapter 5, 312</p> <p>Chapter 13: Activism, Change, and Feminist Futures, 692</p> <p>The Promise of Feminist Education, 692</p> <p>Activism, 693</p> <p>Future Visions, 707</p> <p>103. Feminist Men, Byron Hurt, 715</p> <p>104. Fear of Feminism, Lisa Marie Hogeland, 717</p> <p>105. Fracking Is a Feminist Issue, Rebecca Clarren, 720</p> <p>106. Wonder, Natalie Merchant, 722</p> <p>107. What Pussy Riot Taught the World, Michael Petrou, 723</p> <p>108. We Are the Ones We've Been Waiting For, Alexis Pauline Gumbs,</p>

		<p>724</p> <p>109. Warning, Jenny Joseph, 726</p> <p>Discussion Questions for Chapter 13, 727</p>
Week 6	<p>Health and Reproductive Justice</p> <p>Work Inside and Outside the Home</p>	<p>Chapters 7 and 9</p> <p>Chapter 7: Health and Reproductive Justice, 362</p> <p>Health and Wellness, 362</p> <p>Reproductive Justice, 372</p> <p>56. The Gender Gap in Pain, Laurie Edwards, 395</p> <p>57. Southern Discomfort, Carl Gaines, 396</p> <p>58. A Global Health Imperative, Nancy Fugate Woods, 400</p> <p>59. Rethinking Radical Politics in the Context of Assisted Reproductive Technology, Jennifer Parks, 407</p> <p>60. From Rights to Justice: Women of Color Changing the Face of US Reproductive Rights Organizing, Zakiya Luna, 414</p> <p>61. Freedom to Choose? Three Essays on Abortion Rights, Koerth-Baker, Ginty and Joyce, 424</p> <p>American Women and Health Disparities, David Satcher (pdf)</p> <p>The Way it Was, Eleanor Cooney (pdf)</p> <p>Women of Color and Their Struggle for Reproductive Justice, Silliman, Gerber Fried, Ross, and Gutierrez (pdf)</p> <p>Discussion Questions for Chapter 7, 431</p> <p>Chapter 9: Work Inside and Outside the Home, 470</p> <p>Unpaid Labor In the Home, 470</p> <p>Paid Labor, 477</p> <p>69. Will Marriage Equality Lead to Equal Sharing of Housework?, Terrance Heath, 500</p> <p>70. A Brief History of Working Women, Gregg Lee Carter, 503</p> <p>71. The Triumph of the Working Mother, Stephanie Coontz, 515</p> <p>72. Maid to Order, Barbara Ehrenreich, 517</p> <p>73. Color Me Nontoxic, Momo Chang, 522</p> <p>74. Virtuous Valentine? Think Again, Hannah Levintova, 524</p> <p>75. Power Plays, Martha Burk, 525</p> <p>76. The Sexist Truth About Office Romances, Peggy Drexler, 528</p> <p>77. Sex Work as a Test Case for African Feminism, Marlise Richter, 530</p> <p>The Politics of Housework, Pat Mainardi (pdf)</p> <p>Discussion Questions for Chapter 9, 536</p>
Week 7	<p>Resisting Gender Violence</p> <p>State, Law, and Social Policy</p>	<p>Chapters 10 and 11</p> <p>Chapter 10: Resisting Gender Violence, 537</p> <p>Sexual Assault and Rape, 550</p> <p>Physical Abuse, 555</p> <p>Incest, 560</p>

		<p>Pornography, 563</p> <p>78. Beyond the Politics of Inclusion, Andrea Smith, 565</p> <p>79. She Said, Mariah Lockwood, 568</p> <p>80. Sex Trafficking in the U.S., Rachel Chinapen, 568</p> <p>81. Betrayed by the Angel, Debra Anne Davis, 571</p> <p>82. How Some Men Harass Women Online and What Other Men Can Do to Stop It, Ben Atherton-Zeman, 574</p> <p>83. Lisa's Ritual, Age 10, Grace Caroline Bridges, 577</p> <p>84. Anti-LGBTQ Violence: Three Essays, Hobday, Signorile Gillette, 577</p> <p>Human Rights: Sex Trafficking and Prostitution, Alice Leuchtag (pdf)</p> <p>Deaths that Cry Out, Diana Washington Valdez (pdf)</p> <p>Discussion Questions for Chapter 10, 581</p> <p>Chapter 11: State, Law, and Social Policy, 582</p> <p>Government and Representation, 584</p> <p>Public Policy, 594</p> <p>The Criminal Justice System, 598</p> <p>The Military, 600</p> <p>85. Constitutional Argument, Susan B. Anthony, 606</p> <p>86. The Feminist Factor, Eleanor Smeal, 607</p> <p>87. Name It. Change It, Rosalie Maggio, 610</p> <p>88. Too Poor to Parent?, Gaylynn Burroughs, 617</p> <p>89. Looking Beyond the Wall, Robert Neustadt, 620</p> <p>90. Delinquent Girls, Andrea Doyle Hugmeyer, 624</p> <p>91. Struggling to Find a Home, Patricia Leigh Brown, 630</p> <p>92. First Morning in Exile, Aleksandra Djajic-Horvath, 633</p> <p>Discussion Questions for Chapter 11, 634</p>
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