

**Title: XCC Worldwide: The Intersection of Gender, Race and the COVID Crisis**  
**HUB XC433 - THE BU CROSS-COLLEGE CHALLENGE**

**Faculty supervisors**

Charisse McGhee-Lazarou, [cmclaz@bu.edu](mailto:cmclaz@bu.edu)

Elisabetta Convento, [convento@bu.edu](mailto:convento@bu.edu)

**Consulting Faculty**

Mark Connellan [markcon@bu.edu](mailto:markcon@bu.edu)

**Class meetings:** Meet synchronously on Wednesdays 2:30pm-5:15pm (EST), 11am-2:15pm LA, 8:30pm-11.15pm Italy; 6:30am-9:15am Sydney.

**Course Description**

The Cross-College Challenge (XCC) offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems. Students learn and develop collaboration, communication, problem-solving and leadership skills. Following an interdisciplinary approach, students are assigned to a diverse project team where they will conduct significant research and address a substantial, compelling challenge. In collaboration with community partners, student teams work on issues in areas such as technology, social impact, education, sustainability, arts communication, or explore enduring human questions such as inequality, social justice and human creativity.

**Project Description**

COVID-19 has posed great challenges to society as a whole in facing the social, economic, and cultural effects of the virus and exposing inequalities in a number of spheres. Understanding the impact of the pandemic on gender/race/ethnicity, not just in the short term but in the future is key to designing effective and targeted responses to reconfigure the private and the public sphere.

The impact of COVID-19 on gender/race/ethnicity has immediate and visible consequences such as vulnerability in terms of job security, unequal work-life balance, gender-based violence, inadequate social protection policies (furlough, health insurance, sick leave), education and technological challenges.

The course will address a real-world problem and focus on aspects of Covid-19 in Australia, in the U.S. and in Italy as it intersects with gender/race/ethnicity. Students are expected to give their contribution and produce tangible products to address the problem.

An unprecedented event like COVID-19 demands a new kind of storytelling. Students focus on one country/area and discuss how the media represent the issue. They evaluate if there is a fair and equal representation of the problem and what are the most urgent needs to be taken into account.

The course is interdisciplinary and is meant to encourage diversity and inclusiveness among the students' teams. Being organized around project-based learning, full engagement in group work, discussion, collaboration, use of multiple strategies, recognition of other people's view and a creative approach are essential.

**Projects and Deliverables:** can involve analyzing media coverage, communication campaigns, stories of social/personal resilience, artworks and narratives. Deliverables can include podcasts, journalistic report, video of edited zoom interviews with experts, a hosted virtual salon.

**Sample Team Focus Areas:**

- COVID at the intersection of gender (US, ITALY, AUS)
- COVID at the intersection of class (US, ITALY, AUS)
- COVID at the intersection of ethnicity (US/ITALY/AUS)
- What has the Media representation looked like for each of these? How has it differed in US, ITALY, AUS?

**Majors:** Anthropology, Economics, History, Italian Studies, Philosophy, Political Science, Sociology, French, German, English, Spanish, Advertising, Film and Television, Journalism, Media Science, Art, Art Education, Health Science, European Studies, International Relations, Business Administration, Education

**XC 433 will meet the BU Hub Learning Outcomes for the following 4 Hub Areas:**

BU HUB LEARNING OUTCOMES	TEACHING & ASSESSMENT METHODS
<p><b>CREATIVITY &amp; INNOVATION (C&amp;I)</b></p> <p>As teams work on their projects and address specific challenges throughout the semester:</p>	
<ul style="list-style-type: none"> <li>- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.</li> <li>- Students engage in creative activity by conceiving and executing original work as part of their team.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students use their individual skills to engage in team creative discussions and activities and elaborate original group projects.</li> <li>2. Students learn to exercise and use creativity and innovative strategies suggested by the readings and deriving by their involvement with partners to produce a variety of innovative reflections by means of documentaries, videos, reports.</li> <li>3. By means of focus group interviews, students gain and understanding of the partner they relate to.</li> <li>4. Students will generate ideas for enhancing responses to the effects of COVID-19 in terms of gender/race and ethnicity.</li> </ol> <p>community partner meetings project ideation &amp; design individual assignments final reflection paper final project peer review</p>
<p><b>ORAL/SIGNED COMMUNICATION (OSC)</b></p> <p>In communicating with team members, sponsors and other constituents of the project, and through their final team project presentations:</p>	
<ul style="list-style-type: none"> <li>- Students will craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.</li> <li>- Students will interact, attend and respond thoughtfully to others.</li> <li>- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students practice communication strategies, oral presentation skills, speaking and listening by giving oral class presentations and interacting with partners</li> <li>2. Students show the ability interact in teams and respect their peers</li> <li>3. Students learn to use appropriate oral communication with clients and practice interaction in formal contexts as they will in future jobs.</li> </ol> <p>-community partner meetings -project design -final project delivery -team meetings -project design -final project delivery</p>
<p><b>RESEARCH &amp; INFORMATION LITERACY (RIL)</b></p> <p>By engaging in substantial research to complete their projects, and following an iterative process for creating a</p>	

<p>project proposal, completing interim assignments and a final report:</p>	
<ul style="list-style-type: none"> <li>- Students search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.</li> <li>- Students understand the overall research process and its component parts, formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.</li> </ul> <p>For some teams, the fruits of research will yield new approaches to enduring questions, or new artistic expressions, or fresh arguments.</p>	<ol style="list-style-type: none"> <li>1. Students conduct research on case studies related to various countries that are facing the effects of Covid-19. They search for, select, and use a range of information sources to address research questions.</li> <li>2. Students are trained in data research in order to combine and decipher data and draw meaningful interpretations.</li> <li>3. Students show an understanding of the overall research process, are able to formulate clear research questions, gather information and interpret it. By conceiving their project proposals, a final project and the various course assignments they demonstrate to be able to critically elaborate the research findings.</li> </ol> <ul style="list-style-type: none"> <li>-bibliography construction</li> <li>-cultural learning lectures</li> <li>-research workshop</li> <li>-work with community partners</li> <li>-final project formation</li> </ul>
<p><b>TEAMWORK &amp; COLLABORATION (T/C)</b></p> <p>Students are assigned to a team and receive explicit training in teamwork. Through this sustained collaboration on the project, and through the completion of a team contract and project plan:</p>	
<ul style="list-style-type: none"> <li>- Students will learn the characteristics of a well-functioning team.</li> <li>- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.</li> </ul>	<ol style="list-style-type: none"> <li>1. Student teams will be working worldwide, across cultures and continents as well as across disciplines. This will prepare them to face in team the global nature of media, politics, health policy and more.</li> <li>2. Students show the ability to work respectfully in diverse groups, they assign roles and divide and share responsibilities, they give and are open to receive peer feedback, and produce significant group reflections.</li> <li>3. Team collaboration in class and outside of it, is essential to make them reliable team partners, available and proactive.</li> </ol> <ul style="list-style-type: none"> <li>-Team building workshop and contract</li> <li>-project ideation</li> <li>-community partner collaboration</li> <li>-team peer review</li> <li>-final cross project salon presentation &amp; discussion</li> </ul>

## **ASSIGNMENTS OVERVIEW**

*Assignment details and expectations will be posted on Blackboard site.*

There are 200 possible points for this course. They are divided as follows:

### **Individual Goals Essay: (C&I) 10 points DUE 2/3/21**

Students will write a 1-2 page outline of what they hope to gain from and achieve in the course. These goals can include academic, personal, and/or career. Students should also consider external goals involving their community partner organization and their team. Students should use these goals as a basis for charting their progress and for their final reflection paper.

**Project Proposals: (C & I, RIL, OSC, T/C) 30 points total**

- A. Individual Project Description. DUE 2/17/21.** This is a summary of the project. Each student will deliver a one page paper outlining their understanding of the proposal challenge/problem and a plan for completing the project. Following peer review, these will be combined into the Team Project Description that will guide the project proposal development.
- B. Team Project Proposal -Internal DUE 2/24/21.** The Team Project proposal will be delivered to faculty. It should follow a logical sequence through the conclusion and include the following sections:
- Introduction with a clearly stated research question.
  - Background
  - Methods & Creative Techniques- including, if applicable, Interdisciplinary, Assessment, Dissemination)
  - Deliverables
  - Timeline
  - Collaboration & Faculty
  - Reference Cited
- C. Team Project Proposal-External DUE 3/6/21.** The completed , polished proposal will be shared with the community partner. This assignment will help students develop their understanding of the overall research process and it's component parts, and be able to formulate good research questions or hypothesis, gather and analyze information, and critique, interpret and communicate findings. Teams will deliver a 5-7 minute presentation of their proposal and take 3-5 minutes of Q & A and feedback from the community partner.

**Team Contract: (T / C) 10 points DUE 3/3/21.** Through the course students will receive explicit training in the Team Learning Assistant (TLA) software. This will cultivate students' ability in teamwork and sustained experiences of collaborating with others; students will be able to identify the characteristics of a well-functioning team. Students will demonstrate the ability to use the tools and strategies of working successfully in a with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

**Peer Feedback: (T / C) 15 points DUE 3/24/21.** Peer review involves sharing one's writing and ideas with a group of peers who offer feedback and suggestions for improvement. Throughout the semester, students will review one another's work in both open and closed peer reviews. The peer review assignments will help the students develop their ability to give and receive feedback, and engage in meaningful group reflection that inspires ideation and innovation.

**Project Bibliography/Resources: (RIL) 15 points DUE 3/31/21.** Students create, evaluate and annotate their bibliographies in order to under better the sources they have and to organize how they can use the sources in their writing. They also create bibliographies in order to discover any patterns or shared themes across research sources. The four required components for the bibliography are :

1. At the top of the entry, put the source in its complete and full format, including proper indenting.
2. Create a 3-4 sentence argument overview- in your own words-of the argument and findings in the source
3. Provide a 1-2 sentence description of how exactly the source will be used in analysis
4. Reveal the actual full quotes or quotes and page numbers you will use from the source (i.e. embed the actual quote or quotes in an accurate in text citation.

This assignment also asks one to "chart" or "visualize" your bibliography. As a result, as one begins to develop visualization of the bibliography, your chart or graph, think about creating a chart that makes visible each source individually and as a combined part of the whole. Doing this second piece will also help synthesize sources, combine, bring together and /or fuse in ways that will make ones thinking and writing stronger. This assignment will help students: develop their understanding of the overall research process and it's component parts, and be able to formulate good research questions or hypothesis; gather and

analyze information; critique, interpret, and communicate findings, and demonstrate the ability to search for, select and use a range of publicly available and discipline specific information sources ethically and strategically to address research questions.

**Project Report, Outline Presentation and Discussion:** (OSC, C & I) **15 points DUE 4/7/21.** Students present and outline of their deliverable product to faculty and report on what they will share at their next check in with the project partner. This is also an opportunity to present a “roughcut” of any creative deliverables (art, video, etc.). This assignment will help students demonstrate their understanding of creativity as a learnable iterative process of imagining new possibilities that involves risk taking, use of multiple strategies and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity. Producing original work will allow students to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

**Final Project/ Oral presentation to Class and Community Partners:** (OSC, RIL, C & I, T/C) **30 points DUE 4/28/21.** The team will present, as a group, their project deliverable to the class, faculty and their community partners. The presentation should be 15 minutes long and the team should be prepared for post presentation Q & A and discussion. This presentation should also include process:

1. Overview of the final product
2. Breakdown of decisions made and milestones achieved (goals met, timeline, issue resolution).
3. Community Partner interaction (partner reception of proposal, partners goals & evolving goals).

This assignment will help students: develop their ability to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation; demonstrate an understanding that oral communication is generally interactive, while also attending and responding thoughtfully to others, and develop their ability to speak effectively in situations ranging from the formal and extemporaneous and interact comfortably with diverse audiences.

**XCC SHOWCASE** (OSC) **25 points DUE TBD.** Teams will participate in presenting their project deliverable to the wider University population along with teams from other XCC courses.

**Final Reflection Paper** (OSC) **30 points DUE 5/3/21.** This assignment offers students the opportunity to reflect on their learning experiences and progress during this course. Students will write a paper 5-7 pages long in which they document their thoughts about the skill and knowledge acquired and applied through this project in each of the following XCC learning capacities: market research, online and oral communication, and creativity and innovation. The following reflective question should be addressed:

1. Consider your goals at the beginning of the course. Where these achieved and how Did they evolve? What were the obstacles and oppositions to goal attainment?
2. How and where is evidence of your writing and research skills displayed?
3. Where and how have you demonstrated evidence of creativity and innovation?
4. What was your experience working in a team?
5. What has this interdisciplinary cross-college challenge meant to you?
6. How do think the skills from this course will translate to your future work?

**Team Contribution & Class Discussion 10 points.** Students must attend team meetings and have a defined role within the team. This is measured in the Teamwork peer feedback.

**Community Partner meeting & discussion. 10 points.** Students must attend every Community partner meetings and provide relevant input.

## GRADING SCALE

A.	4.0.	93-100	C+.	2.3.	77-79
A-	3.7.	90-92	C.	2.0.	73-76
B+.	3.3.	87-89	C-	1.7.	70-72
B.	3.0.	83-86	D.	1.0.	60-69
B-	2.7.	80-82	F.	0.	0-60

## COURSE TOOLS & REQUIREMENTS

**1. Use of the Team Learning Assistant (TLA):** We will use the Team Learning Assistant (TLA) software for collaborating on teamwork. Students will receive instructions on how to use the TLA on February 10 when Questrom faculty visit the class. The link to the TLA is on Blackboard.

**2. Use of Blackboard:** We will use Blackboard as our course site. It will include links to the different resources and tools that we will be using in this course and any other relevant instructional materials. Important course related announcements and information will also be communicated via Blackboard. It is important that you check the course website regularly.

**3. Communication:** Students should reach out to one of the faculty via email. We are not on the Boston Campus, but rather, spread out over three continents, so take into account the time differences. We will respond within 24 hours, except on weekends. We can set up phone or zoom calls by appointment. When communicating with Community Partners students should be respectful of business hours.

**3. Use of Research Guides:** The Mugar library consultants have developed a research guide for the course. Students will receive instructions on how to access that guide during class and will also have the opportunity to meet with the library staff, if they need. The link to the research guides is on Blackboard.

**4. Assigned Readings:** All class and project-specific readings and research materials will be posted on the Blackboard site. In addition, selected readings from the following textbooks on design, oral presentation, and teamwork are also included in the PDF format on Blackboard:

Sandra Deacon Carr et al., *The Team Learning Assistant Workbook*

**5. Attendance:** The course has a mandatory attendance policy. Promptness and preparation are expected. Students are required to attend each class meeting, self-scheduled team meetings and meetings with partner organizations.

**6. Plagiarism:** Plagiarism -- the presentation of another's work as your own, even by mistake -- is a violation of BU regulations. Plagiarism may result in failing this course and possible further penalties. If you are in doubt of whether it's plagiarism, consult professors. Be sure to read and comply with BU's universal academic conduct code for undergraduate students.

It is available at: <http://www.bu.edu/academics/resources/academic-conduct-code/>

**7. Recording:** Please note that lessons for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Class meetings will be recorded on zoom and available for 7 days. Recordings may not be distributed or published on any media platform (you tube, etc). Note also that you may not use a recording device in the classroom except with the instructor's permission.

**8. Expectations:** This is a student-centered course, primarily organized around project-based learning. Students aren't expected to be experts in their project area; instead all team members are expected to use the project as a learning opportunity to address a substantial problem and produce a tangible product (podcasts, journalistic report, video of edited zoom interviews with experts, a hosted virtual salon) over the course of one semester. As a result, to be successful, students must come each week prepared to initiate and engage in their own learning.

**9. Deadlines:** Students are expected to meet all course and partners' deadlines. However, if there is ever an issue in meeting the deadlines, please don't hesitate to communicate with the professors and seek their help.

**10. Course Members' Responsibility for Ensuring a Positive Learning Environment:** All students are responsible for creating a positive learning environment. In this course, much of that responsibility will be met through participation in class as well as in your teams. Engaged and informed participation in class discussion represents 10% (20 points out of 200) of your final grade. The quality of your commentary matters more than the quantity; however, make an effort to contribute regularly during the entire semester. While we are aware that there are different learning styles and levels of comfort speaking in public and we want to honor those differences, it is still important to practice entering the conversations and voicing your thoughts in our class discussions. If you are having difficulty speaking in class, make an appointment to see us to talk about strategies to increase your participation. By contrast, if speaking in class comes easily to you, be aware of permitting other voices to be heard. In responding (or reacting) to classmates' comments and work, please also be aware of your own unconscious bias or blind spots. In general, then, we expect students to maintain the highest standards of civility and respect for one another in the classroom, with community partners and for all guest speakers.

## **CLASS SCHEDULE**

Meet synchronously on Wednesdays 2:30pm-5:15pm (EST), 11am-2:15pm LA; 8:30pm-11.15pm Italy; 6:30am-9:15am Sydney. Teams will also meet once a week at times they arrange.

### **Week 1, January 27**

Introduction to the course and XCC explanation and objectives.

Syllabus explanation and expectations.

Icebreaker: Getting to know each other survey (on Blackboard) and discussion

Explanation of Individual Goals essay due next week

### **Week 2, February 3** (C&I)

Content delivery:

Intercultural Learning, the U.S. –

Gender

Reading assignments can be found on Blackboard under Content.

Approaches to Creativity and Innovation. Creativity/Innovation as a learnable, iterative process, including application of multiple strategies to the projects.

Teams assigned

**DUE: Individual Goals Essay**

### **Week 3, February 10** (T/C)

Content delivery:

Intercultural Learning, Italy/Europe; Class discussion.

Race/Ethnicity

Readings: *Designer's Workbook* Ch 1-3

Introduction to Teamwork: first steps

TEAM Formation with Questrom TLA

First Meeting with Project Partners on Zoom

### **Week 4, February 17** (RIL)

Content delivery:

Intercultural Learning Sydney/Australia; class discussion

Socio- Economics

Readings: *Designer's Workbook* Ch. 4-5

Introduction to Research and Information Literacy

Information Literacy Workshop. Topics include electronic search strategies, evaluation of sources, data collection

**DUE: Project Proposal – Individual Project Description**

Each student presents a description of the project and a preliminary outline to faculty and their peers.

Students review each other's work and collectively work on a single project description. Individual outlines are submitted to faculty.

### **Week 5, February 24** (OSC)

Content delivery:

COVID/Vaccine/Healthcare

Readings: William M. Doll, *Speak*, 1-15.

Communication Strategies: Oral Presentation skills, Speaking and Listening

Discussion on teamwork and team contracts

**DUE: Project Proposal – Team Proposal** (will be returned with faculty feedback and polished by teams to be given to partners next week)



### **Week 6, March 3**

Content delivery:

Review/Discussion

Readings: Available on Blackboard under content

Students complete Ideation exercises in the Designer's Workbook

**DUE: Team contracts**

**DUE: Project Proposal – Team Proposal presented in class and shared with partners**

### **Week 7, March 10** (OSC)

Content delivery: Media representation & COVID-19

Guest Speaker: Activist and Media Expert Lorella Zanardo – Class discussion

Readings: Available on Blackboard under content

### **Week 8, March 17** (RIL)

Project work and Check Ins with faculty

Bibliography: goals, format, and requirements

In preparation for Team Feedback. Students read *Guidelines for Giving and Receiving Feedback* in the TLA.

### **Week 9, March 24** (T/C)

Project work and Check Ins with faculty

Complete Team Feedback in TLA prior to class

Meet with Questrom teaming Faculty

**DUE: Teamwork Peer Feedback**

### **Week 10, March 31** (RIL)

Project work and Check Ins with faculty

Research and Information Literacy review

**DUE: Project Bibliography due**

### **Week 11, April 7** (OSC, RIL, C&I, T/C)

Project work and Check Ins with faculty

**DUE: Project Report Outline Presentation and Class Discussion: Final Faculty Review**

Students present to faculty an outline of their deliverable product and report on what they will share at their next check-in with the project partner

### **Week 12, April 14**

Project work and Check Ins with faculty and partners on project

**DUE: Teams Outline Presentation to partners**

Students present the project report/final deliverable to partners

### **Week 13 April 21**

Project work and Check Ins with faculty

Presentation Practice and Feedback

### **Week 14 April 28**

Conclusions to the course

**DUE: XCC Showcase Poster**

**DUE: Final Project presentation to class and partners**

### **Week 15 May 3 (No class meeting)**

**DUE: Reflection paper**

Students complete final peer evaluations of their teamwork (in TLA)

## ADDITIONAL COURSE MATERIALS

Assigned readings available on your course Blackboard site.

1. UN report on Women and COVID
  - a. <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/policy-brief-the-impact-of-covid-19-on-women-en.pdf?la=en&vs=1406>
2. UN report. COVID Economic Impact on Women
  - a. <https://www.unwomen.org/en/news/stories/2020/9/feature-covid-19-economic-impacts-on-women>
3. Lancet. Indirect Impact of COVID on women
  - a. [https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(20\)30568-5/fulltext](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(20)30568-5/fulltext)
4. McKinsey. COVID, gender and regression
  - a. <https://www.mckinsey.com/featured-insights/future-of-work/covid-19-and-gender-equality-countering-the-regressive-effects>
5. World Resources Institute
  - a. <https://www.wri.org/blog/2020/09/rural-women-must-be-heart-covid-19-response-and-recovery>
6. CDC. COVID, Health Equity and Race
  - a. <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>
7. APM Research. COVID deaths by race
  - a. <https://www.apmresearchlab.org/covid/deaths-by-race>
8. National Institutes of Health: COVID by Race and Ethnicity
  - a. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7273292/>
9. Neiman Lab COVID, Gender, Media
  - a. <https://www.niemanlab.org/2020/06/in-covid-19-coverage-female-experts-are-missing/>
10. Pew Research, young adults, Media, COVID
  - a. <https://www.pewresearch.org/fact-tank/2020/07/09/younger-adults-differ-from-older-ones-in-perceptions-of-news-about-covid-19-george-floyd-protests/>
11. National Museum of African American History: Historical Foundations of Race  
<https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race>

## Italy and Europe

Texts available as free internet sources or in digital format in the BU library

Allen Ann Taylor, *Women in Twentieth Century Europe*, Palgrave Macmillan, 2008, selected chapters.

The gendered dimensions of COVID-19 (internet source)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7146664/>

What is the impact of the COVID-19 pandemic on immigrants and their children? (internet source)

<https://www.oecd.org/coronavirus/policy-responses/what-is-the-impact-of-the-covid-19-pandemic-on-immigrants-and-their-children-e7cbb7de/>

Gender-Based Violence During The Covid-19 Pandemic Response In Italy (internet source)

<http://www.jogh.org/documents/issue202002/jogh-10-020359.htm>

Craig, L., Mullan, K. (2010). Parenthood, gender and work-family time in the United States, Australia, Italy, France, and Denmark. *Journal of Marriage and Family*, 72, 1344-1361. doi:[10.1111/j.1741-3737.2010.00769.x](https://doi.org/10.1111/j.1741-3737.2010.00769.x)

BU Library, subject: Gender, work, family, US, Australia, Italy - Gendered division of labor in households. Data from the United States, Australia, Italy, France, and Denmark.

McMillan, Lesley., and Koch, Max. *Diversity, Standardization and Social Transformation : Gender, Ethnicity and Inequality in Europe*. 1st ed. Farnham: Taylor & Francis Group, 2011.

BU Library, subject: Race, Ethnicity, Gender, Europe.

Policy-making, race, ethnicity, religion, gender, and class, inequality and welfare, European Union, issues of identity, citizenship and social justice, social movements, the reconciliation of work and life, the increasing diversity of cultural values, integration and immigration, whilst also examining questions of social inclusion and exclusion. Detailed case studies.

Anxo, D., Mencarini, L., Paihlé, A., Solaz, A., Tanturri, M. L., Flood, L. (2011). Gender differences in time-use over the life-course. A comparative analysis of France, Italy, Sweden and the United States. *Feminist Economics*, 17, 159-195.

BU Library, subject: Gender, work, family, Italy, US

Gender division of labor in France, Italy, Sweden, and the United States, countries that diverge considerably in terms of welfare state regime, employment and paid working time systems, family policies, and social norms.

MacDonald, David Bruce, and DeCoste, Mary-Michelle. *Europe in Its Own Eyes, Europe in the Eyes of the Other*. Waterloo, Ontario, Canada: Wilfrid Laurier UP, 2014. Print. Cultural Studies Ser. (Waterloo, Ont.).

BU Library, subject: Culture Europe, identity

Exploration of European identity seen through its own eyes and through the eyes of others across a variety of cultural texts, including sport, film, literature, dance, cartography, and fashion. Interdisciplinary focus, evolving concept of identity, political tensions and social implications of the development of European identity.