

George Mason University  
WOMEN AND GENDER STUDIES  
**WMST 100: Global Representation of Women**  
Fall 2021, Section 001, Mason Core: Global Understanding

**Room:** GMU Fairfax Campus, Buchahan Hall D003

**Day/Time:** Mondays and Wednesdays, 1:30-2:45pm ET

**Instructor:** Cameron C. Shaw (she, her, hers)

**Email:** [ccarte17@gmu.edu](mailto:ccarte17@gmu.edu)

**Office Hours:** By appointment only. Please email to set up an appointment.

**SAFE RETURN TO CAMPUS**

All students taking courses with a face-to-face component are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (<https://www2.gmu.edu/safe-return-campus>). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. **If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.**

**WOMEN AND GENDER STUDIES - COMMITMENT TO DIVERSITY STATEMENT**

Women and Gender Studies seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

**COURSE DESCRIPTION AND LEARNING OBJECTIVES**

This course explores ways women are portrayed around the world in advertising, film, TV, cartoons, and news media; literature and religious texts; as well as photography, and the visual and performing arts. Through interdisciplinary study, students evaluate the powerful effects these representations have on the political, economic, and social lives of women throughout the world.

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

- Analyze representations of women in a variety of local and global contexts
- Recognize the uneven effects of globalization
- Demonstrate an understanding of intersectional theory as a framework for critical analysis of gender, sexuality, institutions, and the media
- Develop a critical transnational feminist perspective
- Articulate their own positions within a globalized, interconnected world
- Critique and evaluate individual images and other representations of women within the context of power relations

**REQUIRED TEXTS**

- *The House on Mango Street* by Sandra Cisneros (ISBN: 9780679734772)
- *The Woman Next Door* by Yewande Omotoso (ISBN: 9781250124579)
- *We Have Always Been Here* by Samra Habib (ISBN: 9780735235007)
- Any edition of the required texts is fine. Ebook versions are also welcome.
- All other readings will be accessible on our Blackboard Course ([mymasonportal.gmu.edu](https://mymasonportal.gmu.edu)). All films and TV shows will need to be accessed through the library, YouTube, or Netflix.

*Note: The topics and materials I selected will immerse us in richly diverse, complex, and intersectional experiences of women across the world. I feel it is important to center and discuss the voices of women whose stories are often marginalized, untold, or misrepresented. We will actively listen and learn from one another, from the texts, and from the perspectives and experiences that we may or may not hold ourselves. We will also understand that our time together is limited and thus not comprehensive, leaving many stories untold and much more to be learned. Whether or not you love every text (but I hope you do!), you will gain something from each one. Assigned texts will not be changed. However, I welcome you all to share any additional sources, stories, or voices with our class community throughout the semester.*

## **COURSE POLICIES AND INFORMATION**

The syllabus and Blackboard Course reflect agreed upon expectations and responsibilities for the instructor and students in this course. This syllabus is a working document, so we will make revisions and additions together as needed. Students will always be informed of any changes to the syllabus or course schedule. All instructions sent by email or posted on Blackboard hold the same weight as syllabus instructions.

I hold high standards for my students and the work that is required for this course, because I know that you are all extraordinarily capable humans. And you are humans first and foremost. It is no secret that we are living in 'unprecedented times.' If you experience situations or circumstances that impede your ability to meet outlined course expectations, please communicate with me (as proactively as possible) on how I can provide structure or support. I can adjust due dates on a case-by-case basis, when needed. If you find that you regularly cannot meet requirements, we will meet to discuss a plan for how best to move forward.

### **Course Structure:**

- Our class will meet every Monday and Wednesday from 1:30-2:45pm Eastern Time (ET).
- Using a flipped or blended approach, students are expected to engage with texts and digital materials independently prior to class. Class meetings will be dedicated to interactive discussions.
- Occasional class dates will be conducted asynchronously online in our Blackboard Course ([mymasonportal.gmu.edu](http://mymasonportal.gmu.edu)). These special cases are noted on the syllabus and/or will be communicated in advance via class meetings, emails, and/or Blackboard Course announcements.
- Carefully review the syllabus, course schedule, and Blackboard weekly modules for exact deadlines.
- Expect to work 9-12 hours per week on assigned work for this course.
- If the campus closes, or if a class meeting needs to be cancelled or adjusted due to weather or other concern, that assigned work will shift to Blackboard. Students should check Blackboard and their Mason email for updates on how to continue learning and for information about any changes.

**Course Ground Rules:** We will be covering dynamics of intersectional and interpersonal topics and experiences in this course, which can often resonate with us in personal or emotional ways. In a discussion-based setting, it is essential to create a brave and supportive space to listen, reflect, and explore ideas together. Please always be mindful of one another's humanity and lead with compassion. Ground rules may be re-examined at any point throughout the semester, and failure to abide by them will result in loss of participation credit. Please check-in with me if you see an issue.

- **Impact is more important than intent.**
- Allow mutual respect to be central to every discussion that we have.
- You do not have to agree with every point or others in the class. It is healthy and important to disagree and debate ideas. Keep the conversation respectful. Confront ideas, concepts, and theories – do not confront or attack individuals or groups of people.
- Our discussions should be collaborative, not combative; you are all creating a shared learning environment. Respectful communication is important to your success in this course.
- Derogatory language, slurs, or any other terminology that has been used to describe individuals or groups of people in a demeaning or dehumanizing way will NOT be used in this class.

- Your instructor holds a lot of power in the classroom and acknowledging power (or lack thereof) is central to our discussions. You will learn not only from me but from peers and folks with lived stories and experiences. I will continuously strive to center voices other than my own.
- Do not monopolize the conversation. Notice the space you hold and actively try to include other voices. If you are someone who seldom speaks up in class, challenge yourself to do so when able.
- (For discussion boards) Please re-read your responses carefully before you post them. Be positive to others and diplomatic with your words, and be careful when using sarcasm and humor. Without face-to-face communication, your joke may be viewed as criticism.

**Gender Identity and Pronouns:** If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her pronouns myself, and you may address me as Cameron, Ms. Shaw, or Professor in email and verbally. Unless disclosed otherwise, I will use they/them pronouns for all students. I encourage other folks to do the same.

**Trigger Warning:** There will be materials throughout this course that discuss difficult topics. Whenever possible, I try to give a content warning. There may be discussions or readings that trigger past experiences that you or a peer has had. Please consult with me if you find yourself in this situation, and we can figure out how to best support your engagement with that text and/or connect you with campus resources.

**Course Attendance:** Regular class attendance is crucial for your final grade and learning in this class. I will take attendance every day, except for university holidays and online class days.

- Students may miss one class (regardless of excuse / no excuse) without penalty to their final grade. Any absences beyond that point may result in a loss of points in the class. However, I do encourage students to communicate absences whenever possible. Exemption to this policy: The one missed class may NOT be applied to the last day of class or to online/self-paced class days.
- Absences will adversely affect your final grade. You are responsible for all announcements, assignments, and/or materials covered in a missed class. Please do not email your instructor “what did I miss?” or “did I miss anything important?” I genuinely value every class. Important information can be found in the syllabus, through Blackboard and email announcements, and from your peers.
- Lateness can be disruptive, so be on time and ready to participate. I understand that difficult situations come up, so please do your best to keep any distraction at a minimum. If you show up late, you may be counted as absent. If you sleep in class, I may ask you to leave and count you as absent. If you work on unrelated tasks in class, I may ask you to leave and count you as absent.
- Occasionally, students have extenuating circumstances beyond their control. You do not need to reveal personal medical information about yourself to your instructor. However, you are encouraged to keep good documentation throughout your time at Mason. Always be proactive in communicating absences and issues that arise. It is much easier to figure out an action plan when communication is clear throughout the process, rather than at the end of class after falling below class expectations.

**Extra Credit:** Extra credit is not guaranteed in this course. Your main priority should be to complete the required coursework. If a bonus opportunity is available, your instructor will share it with you.

**Communication:** Please bring any questions and concerns you may have to your instructor in a timely manner. I am always happy to provide guidance and clarification, or to help brainstorm. I do work full-time off-campus, so office hours are virtual and by appointment using Zoom. Email me to find a time to connect!

**Email Policy:**

- It is university policy that I can only communicate with you through your official Mason email account. Please only send me emails using your Mason account and check your Mason email regularly (at least once a day) for class notifications.
- Students who email me can expect a response within 24-48 hours. If you do not hear back from me after 48 hours, please resend your email.

- Please always be kind and courteous when sending emails! I am not picky, but you should continue to practice email etiquette for folks who may not reply to 'unprofessional' messages.

**Disability Accommodations:** I want every student to have success in this course, and I recommend being proactive when working out accommodations. Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the registration process. Contact Disability Services at 703-993-2474 or [ods@gmu.edu](mailto:ods@gmu.edu). Then please discuss your approved accommodations with me. I will honor all available disability accommodations from the point the notice is shared with me (not retroactive).

**Emergency Procedures:** To prepare for campus closures or other concerns, become familiar with the university's established emergency procedures at [ready.gmu.edu](http://ready.gmu.edu). If you have not already done so, register a cell phone to receive emergency notifications from Mason Alert ([alert.gmu.edu](http://alert.gmu.edu)). If the campus closes, our course schedule will remain unchanged. Always monitor your Mason email for course and campus updates.

### **Technology:**

- Many activities and assignments in this course will be posted in the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable internet connection. For office hours, we will use Zoom video conferencing. Students are expected to connect using a functional camera and microphone.
- Before each class, please remember to silence or turn off (not vibrate) any electronic devices, especially cell phones. No calls or texting during class. If you must use your cell phone during class time for a personal emergency, please leave the room without disturbing the class.
- You may use your laptops or tablets to take notes and look up information pertinent to our class topics. You may NOT use this opportunity to engage in activities that are not related to our class.

**Student Privacy:** All course materials are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

## **COURSE REQUIREMENTS AND EVALUATION**

### **Tips for Analyzing Assigned Texts:**

- Allow yourself enough time! Some of the films and literature are long and require dedicated time.
- Do not try to multi-task while watching a film or TV show. You won't gain what you need from them!
- Re-read literature scenes and/or re-watch film/TV scenes that you feel are important.
- For written texts and books, highlight and write in the margins (or use post-it notes on the pages). This practice will help you prepare for class discussions and final research papers.
- Set aside your love for a particular work in order to analyze the media/text. You can still have strong ties to a book, film, or TV show but also understand its problematic representation.

### **Assignment Expectations:**

- All assignments must be submitted online in Blackboard. Unless specifically agreed upon with the instructor in advance, no assignments will be accepted by email or in-person.
- Students are expected to save a copy of all work that you submit. You are also expected to verify that your submissions are successful, by checking the gradebook or assignment link. If your submission attempt fails for any reason, you are expected to resubmit.
- All written assignments (except for Blackboard discussion posts) must be typed and double-spaced using 12-point Times New Roman font, with 1-inch margins. All papers can be written with citations in [APA](#) or [MLA](#) format and submitted as a doc. or docx. file.
- I am happy to read drafts in advance and provide constructive feedback. Drafts will not be graded. You must submit the draft at least one week before the deadline for me to give you feedback.

*Note: Failure to follow assignment guidelines (required page length, due date, etc.) will result in a reduction of your grade on the assignment. Attempting to change the margins to fit fewer words, adding white periods, or other dishonest strategies will result in a reduction of your grade on the assignment by 50% and could result in a referral to the Office of Academic Integrity.*

**Late and Missing Assignments:** You are responsible for completing assignments on time. Due dates are clearly indicated throughout the syllabus and Blackboard Course. I do not typically accept late assignments unless previous arrangements have been made. If you anticipate not being able to complete your assignment on time, you must communicate with me before the assignment is due.

**Academic Honesty and Collaboration:** The principle of academic integrity is taken very seriously in this class. Using someone else's words or ideas without giving them credit is plagiarism. Whether you quote directly from any text or paraphrase ideas into your own words, you must follow proper citation rules. When in doubt, ask me! Purdue Onling Writing Lab is an exceptional resource: [owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl).

George Mason University has an Honor Code with clear guidelines regarding academic integrity: (1) all work submitted must be your own; (2) when using the work or ideas of others, including fellow students, you must give full credit through accurate citations. For a full description of Mason's Honor Code, see: <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>.

**Grading:** Your course grade will be evaluated out of 100 total points, as indicated by the list of assignments and table below. For all assignments that are completed and received by the due date, grades will be posted in the Blackboard Course grade center within 7-10 days after the due date.

Grading Scale:

|    |        |    |       |    |       |   |              |
|----|--------|----|-------|----|-------|---|--------------|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 | D | 60-69        |
| A  | 93-96  | B  | 83-86 | C  | 73-76 | F | 59 and below |
| A- | 90-92  | B- | 80-82 | C- | 70-72 |   |              |

Grading Structure:

|            |   |
|------------|---|
| <b>53%</b> | <b>Class Participation and Engagement</b>           |
| [42%]      | Active Participation in Class Discussions           |
| [5%]       | Discussion Starters (2 total, 2.5 points each)      |
| [6%]       | Discussion Board Posts (2 total, 3 points each)     |
| <b>27%</b> | <b>Reflection Journals</b> (9 total, 3 points each) |
| <b>20%</b> | <b>'How Women's Stories Are Told' Final Project</b> |
| [18%]      | Final Project Paper and Presentation                |
| [2%]       | Final Project Pitch                                 |

## ASSIGNMENTS

### 53% Class Participation and Engagement (53 points)

[42%] Active Participation in Class Discussions (42 points total, 2 points each):

Attendance and active participation in all class discussions are required. See course policies noted above regarding discussion ground rules and attendance expectations.

[5%] Discussion Starters (5 points total, 2.5 points each):

We will build and share foundational knowledge through a number of academic articles. To help summarize and expand on our collective understanding of these texts, students will sign-up to kick-off discussions with brief overviews of these articles. Together we will unpack key takeaways and address

lingering questions. **Each student will be a discussion starter for two articles during the semester.** I will circulate a sign-up sheet. Articles, instructions/rubric, and deadlines are noted on Blackboard.

[6%] Discussion Board Posts (6 points total, 3 points each):

During self-paced reading weeks, participation in online discussion boards is required. **Students must complete two discussion boards. To receive full credit, you must respond to at least two peers for each discussion.** Assigned topics, instructions/rubric, and deadlines are noted on Blackboard.

**DUE DATE – must be submitted on Blackboard by 11:59 PM ET (midnight)**

- Discussion Board 1 initial post due Monday 9/20; peer responses due Wednesday 9/22
- Discussion Board 2 initial post due Monday 11/1; peer responses due Wednesday 11/3

## 27% Reflection Journals (27 points total, 3 points each)

Our theme for this course is to examine how women's stories are told through film, short stories, television, novels, documentaries, and scholarship. **Each student will submit nine journals (out of eleven total) to reflect and expand on what you have learned through specific texts and to practice reading comprehension and written analysis.** An assignment guide, grading rubric, and deadlines are provided on Blackboard.

**DUE DATE – must be submitted on Blackboard by 11:59 PM ET (midnight)**

- Journal 1 (*Miss Representation* and *The Mask You Live In*) due Sunday 9/5
- Journal 2 (*The House on Mango Street*) due Sunday 9/12
- Journal 3 (*Miss Juneteenth*) due Sunday 9/19
- Journal 4 (*The Woman Next Door*) due Sunday 10/3
- Journal 5 (*All My Relations Podcast*, Episodes 1 and 6) due Sunday 10/10
- Journal 6 (*Pose*, Season 1) due Sunday 10/24
- Journal 7 (*Disclosure*) due Sunday 10/24
- Journal 8 (*Slaying the Dragon* and *Slaying the Dragon: Reloaded*) due Sunday 10/31
- Journal 9 (*Women in the Arab World*) due Sunday 10/31
- Journal 10 (*We Have Always Been Here*) due Sunday 11/14
- Journal 11 (*Pose*, Season 2) due Sunday 12/5

## 20% 'How Women's Stories Are Told' Final Project (20 points)

[18%] Final Paper and Presentation (18 points total):

For individual final projects, each student will select a piece of media – book, article, television show, cartoon, meme, podcast, piece of artwork, etc. – to critically analyze and present to the class. Students should create a PowerPoint or TedX-style talk or speech that presents your analysis of gender and representation within the selected media. **Students will record and submit an 8-10 minute presentation, plus a one-page summary explaining final takeaways and presentation points. You must submit your final project topic in advance and receive approval.** An assignment guide/rubric and deadlines are provided on Blackboard.

Your presentation should generally include –

- How are women represented in the piece you selected?
- What are some specific themes or assumptions being made about these women?
- How does the item relate to your coursework thus far?
- How did the item expand on something you had learned prior to or during this course?
- What critical points or ideas are expressed (or not expressed) in this piece?
- What is the message? What is your piece saying about women or gender?
- How does your piece connect to a global picture of women?
- How does your piece relate to 1-2 readings from the course?

[2%] Final Project Pitch and Q&A (2 points total):

Final papers and presentations must be submitted online via Blackboard. To encourage peer engagement, and to practice giving an 'elevator speech' of a passion or project, all students will engage in a fun, rapid-fire project pitch and feedback process. **Each student will provide a brief (1-minute) pitch of your project, followed by 1-minute of peer feedback, Q&A, and encouragement.**

#### **DUE DATE –**

- Proposed Project Topic due in-class Wednesday 11/10
- Final Project Pitch due in-class Wednesday 12/1
- Final Paper and Presentation due on Blackboard Sunday 12/5 by 11:59pm ET

#### **CAMPUS POLICY – SEXUAL MISCONDUCT AND INTERPERSONAL VIOLENCE**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted, or subjected to sexual or interpersonal misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason's process, resources, and options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>). All other members of the university community (including faculty) are not considered confidential resources and are required to report incidents of sexual misconduct to the Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, see <http://diversity.gmu.edu/title-ix>.

*As a faculty member, I am designated a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. To speak with someone confidentially, please contact the Student Support and Advocacy Center (SSAC) at 703-380-1434.*

#### **CAMPUS RESOURCES**

- **Writing Center:** <http://writingcenter.gmu.edu/>, Johnson Center 227E, 703-993-1200; The Writing Center provides free tutorial sessions for all students needing help with any writing project. It is best to make an appointment; assistance is also offered online.
- **University Libraries ('Ask A Librarian'):** <http://library.gmu.edu/ask>
- **Office of Disability Services:** <https://ds.gmu.edu/>, SUB 1 Suite 2500, 703-993-2474, [ods@gmu.edu](mailto:ods@gmu.edu)
- **Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Resources Center:** <https://lgbtq.gmu.edu/>, SUB I Room 2200, 703-993-2702
- **Center for Culture, Equity, and Empowerment (CCEE):** <https://ccee.gmu.edu/>, SUB 1 Suite 2400, 703-993-2700
- **Counseling and Psychological Services (CAPS):** <http://caps.gmu.edu/>, SUB 1 Room 3129, 703-993-2380
- **Student Support and Advocacy Center (SSAC):** <http://ssac.gmu.edu/>, SUB 1 Suite 3200, 703-993-3686; 24-hour Sexual and Interpersonal Violence Crisis Line: 703-380-1434
- **Women and Gender Studies Center:** <http://wmst.gmu.edu/center/>, JC Room 240K, 703-993-2986; The Center sponsors programs and events relevant to this course; has a resource library of materials that may be checked out; supports several student organizations; provides internship opportunities; and offers free printing to the program's enrolled majors and minors.

*Note: Check websites to confirm in-person office hours and virtual services for the semester.*

## COURSE SCHEDULE

| WEEK | DATE    | LEARNING MODULE / WHAT TO READ AND WATCH<br>**All readings/viewings due by the start of class.**  | ASSIGNMENTS DUE                                 |
|------|---------|---|---|
| 1    | M 8/23  | <b>First Day of Class – Welcome!</b>  |   |
|      | W 8/25  | <b>Gender and Representation</b><br>Watch: <i>Miss Representation</i> and <i>The Mask You Live In</i>   | Journal 1 due Sun. 9/5                          |
| 2    | M 8/30  | <b>Gender and Sexuality</b><br>Read: Lorber (1994), Fausto-Sterling (2007), and Jourian (2015)  | Discussion Starter                              |
|      | W 9/1   | <b>(Re)Defining Feminisms</b><br>Read: Krolokke and Sorensen (2005);<br>Listen: <i>Man Enough Podcast</i> and <i>The Laverne Cox Show</i> (ft. ALOK)                                  | Discussion Starter                              |
| 3    | M 9/6   | <b>Labor Day / University Closed *No Class*</b>   |   |
|      | W 9/8   | <b>Learning Gender; Latinx/e and Hispanic Feminisms</b><br>Read: <i>The House on Mango Street</i>   | Journal 2 due Sun. 9/12                         |
| 4    | M 9/13  | <b>Intersectionality and Black Feminisms</b><br>Read: Lorde (1984), Crenshaw (1997), and Collins (1997);<br>Listen: <i>Intersectionality Matters! Podcast</i> (one episode of choice) | Discussion Starter                              |
|      | W 9/15  | Watch: <i>Miss Juneteenth</i>   | Journal 3 due Sun. 9/19                         |
| 5    | M 9/20  | <b>South African Feminisms</b><br>Read: <i>The Woman Next Door</i> (Ch. 1-7) <b>*Self-Paced Reading Day*</b>  | Online Discussion Post 1 (Initial Post)         |
|      | W 9/22  | Read: <i>The Woman Next Door</i> (Ch. 8-13) <b>*Self-Paced Reading Day*</b>   | Online Discussion Post 1 (Peer Responses)       |
| 6    | M 9/27  | Read: <i>The Woman Next Door</i> (Ch. 14-20)  | Journal 4 due Sun. 10/3                         |
|      | W 9/29  | <b>Transnational and Global Feminisms</b><br>Read: Mohanty (1988) and Pedwell (2010)  | Discussion Starter                              |
| 7    | M 10/4  | <b>Native and Indigenous Feminisms</b><br>Listen: <i>All My Relations Podcast</i> , Episodes 1 and 6  | Journal 5 due Sun. 10/10                        |
|      | W 10/6  | <b>Transgender Feminisms</b><br>Watch: <i>Pose</i> , Season 1, Ep. 1-2 (Netflix)  |   |
| 8    | T 10/12 | Watch: <i>Pose</i> , Season 1, Ep. 3-4 (Netflix) <b>*Self-Paced Viewing Day*</b>  |   |
|      | W 10/13 | Watch: <i>Pose</i> , Season 1, Ep. 5-6 (Netflix)  |   |
| 9    | M 10/18 | Watch: <i>Pose</i> , Season 1, Ep. 7-8 (Netflix)  | Journal 6 due Sun. 10/24                        |
|      | W 10/20 | Watch: <i>Disclosure</i> (Netflix);<br>Read: Phillips (1998) and Bastian Duarte (2012)  | Discussion Starter;<br>Journal 7 due Sun. 10/24 |
| 10   | M 10/25 | <b>East Asian and South Asian Feminisms</b><br>Watch: <i>Slaying the Dragon</i> and <i>Slaying the Dragon: Reloaded</i> ;<br>Read: Chen (2007)  | Discussion Starter;<br>Journal 8 due Sun. 10/31 |
|      | W 10/27 | <b>Southwest Asian and North African Feminisms</b><br>Watch: <i>Women in the Arab World</i> (YouTube);<br>Read: Alsultany (2011), El-Ghobashy (2011), Abu-Lughod (2002)               | Discussion Starter;<br>Journal 9 due Sun. 10/31 |
| 11   | M 11/1  | <b>Intersectional Feminisms</b><br>Read: <i>We Have Always Been Here</i> (Ch. 1-4)<br><b>*Self-Paced Reading Day*</b>   | Online Discussion Post 2 (Initial Post)         |
|      | W 11/3  | Read: <i>We Have Always Been Here</i> (Ch. 5-8)<br><b>*Self-Paced Reading Day*</b>  | Online Discussion Post 2 (Peer Responses)       |
| 12   | M 11/8  | Read: <i>We Have Always Been Here</i> (Ch. 9-12)  | Journal 10 due Sun. 11/14                       |
|      | W 11/10 | Watch: <i>Pose</i> , Season 2, Ep. 1-2 (Netflix)  | Proposed Project Topic                          |
| 13   | M 11/15 | Watch: <i>Pose</i> , Season 2, Ep. 3-4 (Netflix)  |   |
|      | W 11/17 | Watch: <i>Pose</i> , Season 2, Ep. 5-6 (Netflix) <b>*Self-Paced Viewing Day*</b>  |   |
| 14   | M 11/22 | Watch: <i>Pose</i> , Season 2, Ep. 7-8 (Netflix)  |   |
|      | W 11/24 | <b>Thanksgiving Recess / University Closed *No Class*</b>   |   |
| 15   | M 11/29 | Watch: <i>Pose</i> , Season 2, Ep. 9-10 (Netflix)   | Journal 11 due Sun. 12/5                        |
|      | W 12/1  | <b>Last Day of Class!</b><br>Pitch due in-class. Paper and presentation due online by Sun. 12/5.  | Final Project                                   |