George Mason University
WOMEN AND GENDER STUDIES
WMST 100: Global Representations of Women
Spring 2022, Section 001
This course counts as an option for the Mason Core for the Global Understanding general education requirement.

Room: GMU Fairfax Campus Horizon Hall 4014
Day/Time: Mondays and Wednesdays, 10:30-11:45am ET
Instructor: LuLu Géza Kelemen (they/them/theirs)
Email: ckelemen@gmu.edu
Office Location: SUB I Suite 2400, Room 2412
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.

Students are required to follow Mason’s current policy about facemask-wearing. As of August 11, 2021, all community members are required to wear a facemask in all indoor settings, including classrooms. An appropriate facemask must cover your nose and mouth at all times in our classroom. If this policy changes, you will be informed; however, students who prefer to wear masks will always be welcome in the classroom.

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 gender and 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

Note: I have done my best to select topics and materials that will make each of us think about gender, women, and the many different, complex, and intersectional experiences of women globally. I’ve tried to center the stories of women who are often marginalized, silenced, or misrepresented, and look forward to our class discussions. I have planned each week’s texts with intentionality and expect that you engage with them individually (and prior to class) so that during our time together, we can actively listen to each other, learn from each other, and have rich discussions about our interpretation(s) of the texts. As our course is a limited amount of time, there are certainly perspectives or sources I have missed, and I welcome you all to share any additional voices or stories with our class community throughout the semester. Also, I have decided on texts that require no book purchase this semester, which means that you can access every article or paper through our Blackboard site, and most of our documentaries on Kanopy. There will be a couple times that you might need to have Netflix or HBO, but a free trial (or two) should cover those if you don’t already have them. If this isn’t an option, please talk to me, because I was already thinking about showing the required viewings on campus to make it easier for you all, so we can pick a time and make it happen.

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.

While I have high expectations for us as a community of learners this semester, I also understand that we are a community of humans, each with our own messy, complicated life, despite the plans we make. I am willing to make adjustments to due dates on a case-by-case basis; please reach out to me if you experience situations or circumstances that prevent you from meeting the course requirements. I cannot help if you do not communicate with me (as proactively as possible). If you find that you regularly cannot meet requirements, we will meet to discuss a plan for how to best move forward.

My plan for our time together is simple; we will spend Mondays discussing texts that you have read, you will submit a journal about those texts (and even our Monday conversation) on Tuesdays, and we will move toward the next topic on Wednesdays together, pretty much every week. Participation in class discussions about readings is 25% of your grade, along with your ten journals that is 30% of your grade. Since my goal is rich discussion and learning together, I am interested in success for each of you as a student, so, if you do not meet your own expectations on a journal, I will allow rewritten journals to be resubmitted to me by Monday May 2ND at 9am, to be regraded. Finally, as we get into the last month or so of our time together, there will be time for you to focus attention on a final paper, which is 45% of
your grade. You will have some check-in assignments along the way for your final paper, including a first draft that should set you up for success with the final (because it is the same paper!).

Course Structure:
- Our class will meet every Monday and Wednesday from 10:30-11:45am Eastern Time (ET).
- The format for our course will be initial class discussions about the texts on Mondays, Journals due (on Blackboard) on Tuesdays, and introduction to the next topic / connections to our previous texts on Wednesdays.
- 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). 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.
- If the campus closes, or if a class meeting needs to be cancelled or adjusted due to weather or other concern, 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; we 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.
Name & Pronouns: Please share your name and pronouns with me and how best to address you in class and via email. There’s no need to stick to legal names either, so if you use a different name, just go ahead and introduce yourself that way. If I can’t figure out who to give a grade to, I might follow up with you privately if you haven’t let me know in advance. I use they/them pronouns, and you may address me as LuLu, Lu, or Professor GK in email and verbally. Unless disclosed otherwise, I will use they/them pronouns for all students. I encourage other folks to do the same.

Content Warning: There will be materials throughout this course that discuss difficult topics. Whenever possible, I try to give specific content warnings. 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 Participation: Regular class participation is crucial for your final grade and learning in this class. I will take attendance every day, except for university holidays and days we are not scheduled to meet.

- 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.
- 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.

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.

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 at Mason, but office hours are by appointment, more often than not using Zoom. Email me to find a time to connect!

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 visit http://ds.gmu.edu/ for detailed information about the registration process. Contact Disability Services at 703993-2474 or ods@gmu.edu. Then please discuss your approved accommodations with me. I will honor all available disability accommodations.

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

Technology:
• Most 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 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.
• Since you are able to rewrite and resubmit your journals, I will not be accepting or giving feedback on drafts for that assignment. We have a drafting process for your final paper already.

Note: Failure to follow assignment guidelines (required page length, due date, etc.) will result in a reduction of your grade on the assignment.

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 Online Writing Lab is an exceptional resource: 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:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 &amp; Below</td>
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</tbody>
</table>

Grading Structure:

25% Class Participation & Engagement

- Active Participation in 25 Class Discussions (1 point each)

30% Journals

- 10 Journals (3 points each)

45% ‘How Women’s Stories Are Told’ Final Paper / Process

- 5% Final Paper Topic Pitch (5 points)
- 5% Final Paper Outline (5 points)
- 15% First Draft of Final Paper (15 points)
- 20% Final Paper (20 points)

ASSIGNMENTS

25% Class Participation & Engagement (25 points)

- Active participation in all class discussion is required. See course policies noted above regarding discussion ground rules and attendance expectations.

30% Journals (30 points)

- 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 ten journals to answer prompts, reflect and expand on what you have learned through specific texts, and practice reading comprehension with written analysis. Each prompt, the assignment guide, the grading rubric, and deadlines are provided on Blackboard.

DUE DATES – must be submitted on Blackboard by 9:00AM ET

- Journal 1 – Women, Representation, & the World due Tuesday 2/1
- Journal 2 – Intersectionality pt. 1 due Tuesday 2/8
- Journal 3 – Intersectionality pt. 2 due Tuesday 2/15
- Journal 4 – Colonization due Tuesday 2/22
- Journal 5 – Gender and/or Sex due Tuesday 3/1
- Journal 6 – War & Violence due Tuesday 3/8
• Journal 7 – Friendships & Compassion due Thursday 3/31*
• Journal 8 – Women’s Work due Tuesday 4/12
• Journal 9 – Reproductive Rights due Tuesday 4/19
• Journal 10 – Women’s Stories due Tuesday 4/26

45% ‘How Women’s Stories Are Told’ Final Paper / Process (45 points)

• 5% Paper Topic Pitch (5 points)
  - Each student will provide a brief (1-minute) pitch of your paper topic, followed by 1-minute of peer feedback, Q&A, and encouragement in class on Wednesday 3/23. An assignment guide/rubric is provided on Blackboard.

• 5% Final Paper Outline (5 points)
  - Each student will take their feedback from the Final Paper Topic Pitch in class and submit a final paper outline to Blackboard by Thursday 3/24 at 9am. This is a required step to move on to writing first draft of final paper.

• 15% First Draft of Final Paper (15 points)
  - Each student will submit a first draft of their final paper to Blackboard by Tuesday 4/5 at 12pm, and will receive feedback from the instructor by Thursday 4/28 so that they can make final edits, rewrites, and additions to their paper. An assignment guide/rubric is provided on Blackboard.

• 20% Final Paper (20 points)
  - Each student will select a piece of media – book, article, television show, cartoon, meme, podcast, piece of artwork, etc. – to critically analyze using course theoretical texts and in relation to the women’s stories that we have heard throughout the semester. Due Monday 5/16 at 12pm on Blackboard. An assignment guide/rubric is provided on Blackboard.

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
  Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) Resources Center:
  https://lgbtq.gmu.edu/, SUB I Room 2200, 703-993-2702
  I work for the LGBTQ+ Resources Center, but my office is located across SUB I and Patriots Lounge in the 2400 Suite! We have a fridge, microwave, free printing, one student-use computer, the Trans Clothing Closet, and free buttons!

- 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.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-class topics / Agenda</th>
<th>Upcoming Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 1/24</td>
<td>Welcome</td>
<td>Review syllabus, assignments, and Blackboard—bring questions to next class</td>
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<tr>
<td></td>
<td>W 1/26</td>
<td>Women, Representation, &amp; the World</td>
<td>Read/view texts prior to class on Monday 1/31</td>
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<tr>
<td>2</td>
<td>M 1/31</td>
<td>Class Discussion of Women, Representation, &amp; the World</td>
<td>Journal 1 due Tuesday 2/1 at 9am</td>
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<td></td>
<td>W 2/2</td>
<td>Intersectionality pt. 1</td>
<td>Read texts prior to class on Monday 2/7</td>
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<td>3</td>
<td>M 2/7</td>
<td>Class Discussion of Intersectionality pt. 1</td>
<td>Journal 2 due Tuesday 2/8 at 9am</td>
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<tr>
<td></td>
<td>W 2/9</td>
<td>Intersectionality pt. 2</td>
<td>Read texts prior to class on Monday 2/14</td>
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<tr>
<td>4</td>
<td>M 2/14</td>
<td>Class Discussion of Intersectionality pt. 2</td>
<td>Journal 3 due Tuesday 2/15 at 9am</td>
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<td></td>
<td>W 2/16</td>
<td>Colonization</td>
<td>Read/view texts prior to class on Monday 2/21</td>
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<tr>
<td>5</td>
<td>M 2/21</td>
<td>Class Discussion of Colonization</td>
<td>Journal 4 due Tuesday 2/22 at 9am</td>
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<td></td>
<td>W 2/23</td>
<td>Gender and/or Sex</td>
<td>Read/view texts prior to class on Monday 2/28</td>
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<td>6</td>
<td>M 2/28</td>
<td>Class Discussion of Gender and/or Sex</td>
<td>Journal 5 due Tuesday 3/1 at 9am</td>
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<td></td>
<td>W 3/2</td>
<td>War &amp; Violence</td>
<td>Read/view texts prior to class on Monday 3/7</td>
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<td>Week</td>
<td>Date</td>
<td>In-class topics / Agenda</td>
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<td>7</td>
<td>M 3/7</td>
<td><strong>Class Discussion of War &amp; Violence</strong></td>
<td>Journal 6 due Tuesday 3/8 at 9am</td>
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|      | W 3/9 | **In-Class Office Hours (in our regular meeting room)**  
*Each of you will sign up for a time to check in with LGK about your progress in the course (counts as participation grade for this class) and talk over your Final Paper Topic*  
**Media & Critique**  
Texts: hooks (2010), Disclosure, YWA Podcast Episodes: Vanessa Williams | Read/view texts prior to class on Monday 3/21 |
| 8    | M 3/21 | **Class Discussion of Media & Critique**  
*The hooks chapter, Disclosure, and the podcast episodes about Vanessa Williams each deal with looking critically at culture, so we will take some time to think about your particular lens and talk through Final Project Proposal ideas together* | Paper Topic Pitch in Wednesday 3/23 class |
|      | W 3/23 | **Paper Topic Pitches & Discussion**  
1-minute pitches about each student’s final paper topic | Final Paper Outline due Thursday 3/24 at 9am |
| 9    | M 3/28 | **Friendships & Compassion**  
Class attends WGST Event- *To All the Friends I’ve Ever Loved Before* instead of class in our usual meeting room: Allison Owens & David Corwin on friendships, grief, gender, and sexuality  
Text: ALOK: The Urgent Need for Compassion Episode on the Man Enough Podcast | View text prior to class on Wednesday 3/30 |
|      | W 3/30 | **Class Discussion of Friendships & Compassion** | *Journal 7 due Thursday 3/31 at 9am* |
| 10   | M 4/4 | **No class meeting**  
Time to work on the first draft of your final paper | First Draft of Final Paper due Tuesday 4/5 at 12pm |
|      | W 4/6 | **Women’s Work**  
Texts: *Sort Of* Season 1, Choo (2013), *The Weekend Woman’s Hour* Podcast Episode featuring Michaela Coel, Rafia Zakaria & Japanese ‘Womeneconomics’ | Read/view texts prior to class on Monday 4/11 |
| 11   | M 4/11 | **Class Discussion of Women’s Work** | Journal 8 due Tuesday 4/12 at 9am |
|      | W 4/13 | **Reproductive Rights**  
Texts: *Young Lakota* and Lopez (2008) | Read/view texts prior to class on Monday 4/18 |

**Spring Recess is 3/12-3/20, there are no class meetings this week**
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<th>Week</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>M 4/18</td>
<td>Class Discussion of Reproductive Rights</td>
<td>Journal 9 due Tuesday 4/19 at 9am</td>
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<tr>
<td></td>
<td>W 4/20</td>
<td>Women’s Stories&lt;br&gt;Texts: Mock (2014), Gordon (2020), Switched Season 1</td>
<td>Read/view texts prior to class on Monday 4/25</td>
</tr>
<tr>
<td>14</td>
<td>M 4/25</td>
<td>Class Discussion about Women’s Stories</td>
<td>Journal 10 due Tuesday 4/26 at 9am</td>
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<tr>
<td></td>
<td>W 4/27</td>
<td>No class meeting</td>
<td>***Final resubmission of ALL journals due Monday 5/2 at 9am</td>
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<tr>
<td>15</td>
<td>M 5/2</td>
<td>FINAL CLASS&lt;br&gt;Discussion about progress on final papers, overall experience in class, etc.</td>
<td>Final Paper due Monday 5/16 at 12pm</td>
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<td></td>
<td>W 5/4</td>
<td>No class meeting&lt;br&gt;LGK’s birthday, so we all have the class off. Good luck with finals!</td>
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