I. 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.

II. 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

III. Required Texts

- *We Have Always Been Here* by Samra Habib (ISBN: 9780735235007)

Any edition of the required texts is fine. E-book versions are also welcome!

All other readings will be accessible on our Blackboard Course ([mymasonportal.gmu.edu](http://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.

IV. 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:
- This will operate as a twice per week course, with lessons due every Tuesday and Thursday.
- Each course week begins Monday (at 12:00 AM Eastern Time) and ends Sunday (at 11:59 PM ET).
- Most assignments are due by 11:59 PM ET on Tuesdays, Thursdays, and Sundays. Carefully review the syllabus, course calendar, and Blackboard weekly modules for exact deadlines.
- This course is mostly asynchronous, with no weekly meeting time. However, all students are required to participate in five synchronous (real-time) class discussions. Those dates/times are listed in the course schedule, as well as on the registration page in PatriotWeb.
- Expect to work 9-12 hours per week on assigned work for this course. You are highly encouraged to work ahead! I will make multiple lessons available in advance.

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.
- (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.
- (For synchronous online discussions) 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.
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.

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. 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. 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.

Required Technology:
All 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 synchronous discussions and office hours, we will use Zoom video conferencing. Students are expected to connect using a functional camera and microphone.
Student Privacy:
Under federal law, course materials and Zoom meetings that include audio, textual, and/or visual information from other students must be viewed privately and must not be shared with others in your household or recorded and shared outside of the class.

V. 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:
- Assignments must be submitted online in Blackboard. Unless specifically agreed upon with the instructor in advance, no assignments will be accepted by email.
- 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 using the same directions.
- Assignments are typically due by 11:59 PM Eastern Time on their due date. Keep in mind that IT support is not always available at that time. Try to be proactive in completing assignments.
- 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 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 2 weeks after the due date.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 and below</td>
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**Grading Structure:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td>Weekly Participation and Engagement</td>
<td>37 points</td>
</tr>
<tr>
<td>2%</td>
<td>Introduction Video (2 points)</td>
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<tr>
<td>4%</td>
<td>Vocabulary Quiz (4 points)</td>
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</tr>
<tr>
<td>10%</td>
<td>Article Explainers (5 total, 2 points each)</td>
<td>10 points</td>
</tr>
<tr>
<td>21%</td>
<td>Discussion Boards (7 total, 3 points each)</td>
<td></td>
</tr>
<tr>
<td>23%</td>
<td>Synchronous Online Classes</td>
<td></td>
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<tr>
<td>15%</td>
<td>Active Participation in Zoom Discussions (5 total, 3 points each)</td>
<td></td>
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<tr>
<td>8%</td>
<td>Discussion Guides (4 total, 2 points each)</td>
<td></td>
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<tr>
<td>20%</td>
<td>Journal Reflections (5 total, 4 points each)</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>‘How Women’s Stories Are Told’ Final Project</td>
<td></td>
</tr>
<tr>
<td>18%</td>
<td>Final Project Paper and Presentation (18 points)</td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td>Final Project Pitch (2 points)</td>
<td></td>
</tr>
</tbody>
</table>

**VI. Assignments**

**37% Weekly Participation and Engagement (37 points)**

**2% Introduction Video (2 points) ** **DUE DATE – Tuesday 1/25 by 11:59 PM ET**

Building community in an asynchronous online course is important! To help us get to know each other, all students will post a brief (2-3 minute) introduction video. Instructions are noted on Blackboard.

**4% Vocabulary Quiz (4 points) ** **DUE DATE – Thursday 1/27 by 11:59 PM ET**

Throughout the semester, we will develop and build a foundation of terminology and knowledge. To establish some key terms and definitions, students will complete a vocabulary quiz. Credit for this assignment is earned by completing the quiz, not based on correct or incorrect answers.

**10% Article Explainers (10 points total; 2 points each)**

After reading a number of academic texts, students will submit brief video recordings (2-3 minutes) to summarize and expand on our collective understanding of these texts. Students are required to submit five Article Explainers. Assigned articles, instructions, and deadlines are noted on Blackboard.

**DUE DATES –**

- Article Explainer 1 due Tuesday 2/1 by 11:59 PM ET
- Article Explainer 2 due Tuesday 2/15 by 11:59 PM ET
- Article Explainer 3 due Thursday 3/3 by 11:59 PM ET
- Article Explainer 4 due Thursday 3/31 by 11:59 PM ET
- Article Explainer 5 due Thursday 4/14 by 11:59 PM ET
21% **Discussion Boards (21 points total, 3 points each)**
Active participation in online discussion boards is required. Students must submit seven discussion posts (out of eight possible) during the semester. For full credit, you must also respond to at least one peer for every discussion. The lowest discussion board grade will be dropped, or one of the eight can be skipped. Discussion topics, instructions, and deadlines are noted on Blackboard.

**DUE DATES –**
- **Step 1** (your initial post) is always due Thursdays by 11:59 PM ET: 1/27, 2/10, 2/17, 3/10, 3/24, 3/31, 4/21, and 4/28
- **Step 2** (your peer response) is always due Sundays by 11:59 PM ET: 1/30, 2/20, 3/13, 3/27, 4/3, 4/24, and 5/1

23% **Synchronous Online Classes (23 points)**

15% **Synchronous Zoom Participation (15 points total, 3 points each)**
While this course is mostly asynchronous (i.e., no weekly meeting time), real-time group discussion is a meaningful way to engage with the longer texts that we will unpack together. Students are required to attend all five online synchronous discussions. These will run like any discussion-based course, with active and engaged participation. Log-in instructions and other information will be posted on Blackboard.

**Zoom Classes are scheduled for –**
- **Week 3:** Tuesday 2/8 @ 7:20-8:35 PM ET (The House on Mango Street)
- **Week 6:** Tuesday 3/1 @ 7:20-8:35 PM ET (The Woman Next Door)
- **Week 9:** Tuesday 3/22 @ 7:20-8:35 PM ET (Pose, Season 1)
- **Week 12:** Tuesday 4/12 @ 7:20-8:35 PM ET (We Have Always Been Here)
- **Week 15:** Tuesday 5/3 @ 7:20-8:35 PM ET (Final Project Pitch)

8% **Discussion Guides (8 points total, 2 points each)**
To prepare for synchronous online discussions, all students will submit a brief 1-page Discussion Guide (i.e., talking points) to begin reflecting on the text. Students are required to submit four total discussion guides. Instructions and deadlines are provided on Blackboard.

**DUE DATES –**
- **Discussion Guide 1** due Sunday 2/6 by 11:59 PM ET (The House on Mango Street)
- **Discussion Guide 2** due Sunday 2/27 by 11:59 PM ET (The Woman Next Door)
- **Discussion Guide 3** due Sunday 3/20 by 11:59 PM ET (Pose, Season 1)
- **Discussion Guide 4** due Sunday 4/10 by 11:59 PM ET (We Have Always Been Here)

20% **Journal Reflections (20 points total, 4 points each)**
Our theme for this course is to examine ‘how women’s stories are told’ through various media like film, television, books, and so on. Each student will submit five journals (i.e., short papers) to reflect and expand on what you have learned through specific texts, and to practice reading comprehension and written analysis. An assignment guide/rubric and deadlines are provided on Blackboard.

For each journal reflection, select one of the films/texts listed below –

- **Journal 1**  
  **DUE DATE – Sunday 2/13 by 11:59 PM ET**
  - Miss Representation and The Mask You Live In (discuss both films)
  - The House on Mango Street
  - Man Enough Podcast and The Laverne Cox Show (ft. ALOK) (discuss both episodes)
• **Journal 2**  
  **DUE DATE – Sunday 3/6 by 11:59 PM ET**  
  - Miss Juneteenth  
  - The Woman Next Door

• **Journal 3**  
  **DUE DATE – Sunday 3/27 by 11:59 PM ET**  
  - Pose, Season 1  
  - All My Relations Podcast, Episodes 1 and 6 (discuss both episodes)

• **Journal 4**  
  **DUE DATE – Sunday 4/17 by 11:59 PM ET**  
  - Slaying the Dragon and Slaying the Dragon: Reloaded (discuss both films)  
  - A Revolution in Four Seasons  
  - We Have Always Been Here

• **Journal 5**  
  **DUE DATE – Sunday 5/1 by 11:59 PM ET**  
  - Disclosure  
  - Pose, Season 2

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### 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 one 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 1-page summary explaining final takeaways and presentation points. You must submit your final project topic to me in advance for approval and advice. An assignment guide/rubric and deadlines are provided on Blackboard.

Your presentation should answer the following questions –

- 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 peer feedback, Q&A, and encouragement.

**DUE DATES –**

- **Proposed Project Topic** due via email Tuesday 4/19 by 11:59 PM ET  
- **Final Project Pitch** due in-class Tuesday 5/3  
- **Final Paper and Presentation** due on Blackboard Friday 5/6 by 11:59pm ET
VII. 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.

VIII. Campus Resources

- **Writing Center:** [http://writingcenter.gmu.edu/](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](http://library.gmu.edu/ask)

- **Office of Disability Services:** [https://ds.gmu.edu/](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/](https://lgbtq.gmu.edu/), SUB I Room 2200, 703-993-2702

- **Center for Culture, Equity, and Empowerment (CCEE):** [https://ccee.gmu.edu/](https://ccee.gmu.edu/), SUB 1 Suite 2400, 703-993-2700

- **Counseling and Psychological Services (CAPS):** [http://caps.gmu.edu/](http://caps.gmu.edu/), SUB 1 Room 3129, 703-993-2380

- **Student Support and Advocacy Center (SSAC):** [http://ssac.gmu.edu/](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/](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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LEARNING MODULE / WHAT TO READ AND WATCH</th>
<th>WHAT’S DUE (by 11:59 PM ET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue 1/25</td>
<td><strong>First Day of Class – Welcome!</strong> Watch welcome video; Review syllabus and online course</td>
<td>Introduction Video</td>
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<tr>
<td></td>
<td>Thu 1/27</td>
<td><strong>Gender and Representation</strong> Watch: Miss Representation and The Mask You Live In (Kanopy)</td>
<td>Vocabulary Quiz; and Discussion Board 1</td>
</tr>
<tr>
<td>2</td>
<td>Tue 2/1</td>
<td><strong>Gender and Sexuality</strong> Read: Lorber (1994), Fausto-Sterling (2007), and Jourian (2015)</td>
<td>Article Explainer 1</td>
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<td></td>
<td>Thu 2/3</td>
<td><strong>Learning Gender; Latinx/e and Hispanic Feminisms</strong> Read: The House on Mango Street</td>
<td>Discussion Guide 1 due Sun. 2/6</td>
</tr>
<tr>
<td>3</td>
<td>Tue 2/8</td>
<td><strong>Online Zoom Class @ 7:20-8:35 PM ET</strong></td>
<td>Journal 1 due Sun. 2/13</td>
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<tr>
<td></td>
<td>Thu 2/10</td>
<td><strong>(Re)Defining Feminisms</strong> Read: Krokloke and Sorensen (2005); Listen: Man Enough Podcast and The Laverne Cox Show (ft. ALOK)</td>
<td>Discussion Board 2</td>
</tr>
<tr>
<td>4</td>
<td>Tue 2/15</td>
<td><strong>Intersectionality and Black Feminisms</strong> Read: Lorde (1984), Crenshaw (1997), and Collins (1997)</td>
<td>Article Explainer 2</td>
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<td></td>
<td>Thu 2/17</td>
<td>Watch: Miss Juneteenth (Kanopy)</td>
<td>Discussion Board 3</td>
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<tr>
<td>5</td>
<td>Tue 2/22</td>
<td><strong>South African Feminisms</strong> Read: The Woman Next Door (Ch. 1-10)</td>
<td>Discussion Guide 2 due Sun. 2/27</td>
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<td></td>
<td>Thu 2/24</td>
<td>Read: The Woman Next Door (Ch. 11-20)</td>
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<tr>
<td>6</td>
<td>Tue 3/1</td>
<td><strong>Online Zoom Class @ 7:20-8:35 PM ET</strong></td>
<td>Journal 2 due Sun. 3/6</td>
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<tr>
<td>7</td>
<td>Tue 3/8</td>
<td><strong>Transgender Feminisms</strong> Watch: Pose, Season 1, Ep. 1-4 (Netflix)</td>
<td>Discussion Board 4</td>
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<td>Thu 3/10</td>
<td>Watch: Pose, Season 1, Ep. 5-8 (Netflix)</td>
<td>Discussion Guide 3 due Sun. 3/20</td>
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<td>8</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>9</td>
<td>Tue 3/22</td>
<td><strong>Online Zoom Class @ 7:20-8:35 PM ET</strong></td>
<td>Journal 3 due Sun. 3/27</td>
</tr>
<tr>
<td></td>
<td>Thu 3/24</td>
<td><strong>Native and Indigenous Feminisms</strong> Listen: All My Relations Podcast, Episodes 1 and 6</td>
<td>Discussion Board 5</td>
</tr>
<tr>
<td>10</td>
<td>Tue 3/29</td>
<td><strong>East Asian and South Asian Feminisms</strong> Watch: Slaying the Dragon and Slaying the Dragon: Reloaded; Read: Chen (2007)</td>
<td></td>
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<td>11</td>
<td>Tue 4/5</td>
<td><strong>Intersectional Feminisms</strong> Read: We Have Always Been Here (Ch. 1-6)</td>
<td>Discussion Guide 4 due Sun. 4/10</td>
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<td>Thu 4/7</td>
<td>Read: We Have Always Been Here (Ch. 7-12)</td>
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<td>12</td>
<td>Tue 4/12</td>
<td><strong>Online Zoom Class @ 7:20-8:35 PM ET</strong></td>
<td>Journal 4 due Sun. 4/17</td>
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<td>Thu 4/14</td>
<td>Watch: Disclosure (Netflix); Read: Phillips (1998) and Bastian Duarte (2012)</td>
<td>Article Explainer 5</td>
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<td>13</td>
<td>Tue 4/19</td>
<td>Watch: Pose, Season 2, Ep. 1-3 (Netflix)</td>
<td>Proposed Project Topic</td>
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<td>Thu 4/21</td>
<td>Watch: Pose, Season 2, Ep. 4-6 (Netflix)</td>
<td>Discussion Board 7</td>
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<td>14</td>
<td>Tue 4/26</td>
<td>Watch: Pose, Season 2, Ep. 7-8 (Netflix)</td>
<td>Journal 5 due Sun. 5/1</td>
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<td>Thu 4/28</td>
<td>Watch: Pose, Season 2, Ep. 9-10 (Netflix)</td>
<td>Discussion Board 8</td>
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<td>15</td>
<td>Tue 5/3</td>
<td><strong>Online Zoom Class @ 7:20-8:35 PM ET</strong></td>
<td>Final Project Pitch</td>
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<td>Fri 5/6</td>
<td><strong>Last Day of Class!</strong> Paper and presentation due in Blackboard.</td>
<td>Final Project Paper and Presentation due Fri. 5/6</td>
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