

George Mason University
WOMEN AND GENDER STUDIES
WMST 100: Global Representations of Women

Fall 2022, Section DL2, Mason Core: Global Understanding

This course counts as an option for the Mason Core for the Global Understanding general education requirement.

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Office Location: SUB I Suite 2400, Room 2412

Office Hours: By appointment only. Please email to set up either a virtual or in-person appointment.

Course Delivery: Asynchronous Online (mymasonportal.gmu.edu)

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan).

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 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

III. 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. E-book versions are also welcome!

- All other readings will be accessible on our Blackboard Course (mymasonportal.gmu.edu). All films and TV shows will need to be accessed through the library, YouTube, Hulu, HBO Max, or Netflix.

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.

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.

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.

Beyond communicating with me about your need for schedule changes and/or support academically, I also want to acknowledge that there are many circumstances that can affect our ability to engage as learners in this learning community. So, if you are having trouble affording food or a safe/reliable place to sleep and stay, please reach out to me. There are resources at Mason that can help, and I will do my best to help you find the ones you need.

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 ET) 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 asynchronous, with no weekly meeting time, so we will rely on the Blackboard discussion board and FlipGrid to engage with each other and build our learning community together.
- 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; 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.
- 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.

Name & Pronouns: If you wish, 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. 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.

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 at Mason, but office hours are by appointment, more often than not 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 visit <https://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](#). 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 likely use Zoom video conferencing. Students are expected to connect using a functional camera and microphone.

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.

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:

- 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.
- Assignments are typically due by 11:59 PM Eastern Time (ET) 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.

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:

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

Grading Structure:

59% Weekly Participation and Engagement

- Introduction Video (3 points)
- Vocabulary Quiz (3 points)
- Discussion Boards (21 points total, 3 points each)
- Gender IRL (10 points total, 5 points each)
- Tiny Lecture (12 points total, 3 points each)
- Current Event Posts (10 points total, 5 points each)

20% Journal Reflections

- Journals (20 points total, 4 points each)

21% 'How Women's Stories Are Told' Final Project Paper and Presentation

- Final Project Pitch (3 points)
- Final Project Paper and Presentation (18 points)

VI. ASSIGNMENTS

59% Class Participation & Engagement (59 points)

1. Introduction Video (3 points)

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 in FlipGrid. Instructions are noted on Blackboard.

2. Vocabulary Quiz (3 points)

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.

3. 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:
▪ 8/25, 9/1, 9/8, 9/29, 10/6, 10/20, 10/27, & 11/17
- Step 2 (your peer response) is always due Sundays by 11:59 PM ET:
▪ 8/28, 9/4, 9/11, 10/2, 10/9, 10/23, 10/30, & 11/20

4. Gender IRL (10 points total, 5 points each)

Part of women and gender studies is understanding that gender is all around us, every day. Even when we aren't thinking about gender, it can be impacting our experience(s) of the world, situations, and contexts. Students will practice considering gender as a lens and must submit two Gender IRL observations on FlipGrid this semester. An assignment guide/rubric is provided on Blackboard.

DUE DATES

- Gender IRL #1 due Tuesday 9/13 by 11:59 PM ET
- Gender IRL #2 due Thursday 11/10 by 11:59 PM ET

5. Tiny Lectures (12 points total, 3 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 four Tiny Lectures on FlipGrid. Assigned articles, instructions, and deadlines are noted on Blackboard.

DUE DATES

- Tiny Lecture 1 due Tuesday 8/30 by 11:59 PM ET
- Tiny Lecture 2 due Thursday 9/15 by 11:59 PM ET
- Tiny Lecture 3 due Thursday 10/13 by 11:59 PM ET
- Tiny Lecture 4 due Thursday 11/3 by 11:59 PM ET

6. Current Event Posts (10 points total, 5 points each)

Throughout the semester, students will be making connections, analyzing sources, and discussing experiences of women, some very different from their own experiences. We will practice being engaged as global citizens by sharing news articles that connect to our class topics / discussions and explaining how/why they relate to our course themes and topics, in two Current Event Posts on Blackboard this semester. An assignment guide/rubric is provided on Blackboard.

DUE DATES

- Current Event Post #1 due Tuesday 9/27 by 11:59 PM ET
- Current Event Post #2 due Tuesday 11/15 by 11:59 PM ET

20% Journal Reflections (20 points)

Since our theme for this course is to examine ‘how women’s stories are told’ through various media like film, television, and books, 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 –

1. Journal 1 **DUE DATE – Sunday 9/11 by 11:59 PM ET**

- *Discuss Miss Representation and The Mask You Live In* (discuss both films)
- *Miss Juneteenth*

2. Journal 2 **DUE DATE – Sunday 9/26 by 11:59 PM ET**

- *The Woman Next Door*

3. Journal 3 **DUE DATE – Sunday 10/9 by 11:59 PM ET**

- *The House on Mango Street*
- *Sort Of, Season 1*
- *Tales of the Waria*

4. Journal 4 **DUE DATE – Sunday 10/23 by 11:59 PM ET**

- *Queer Japan*
- *A Revolution in Four Seasons*
- *All My Relations Podcast, Episodes 1 and 6 (discuss both episodes)*

5. Journal 5 **DUE DATE – Sunday 11/6 by 11:59 PM ET**

- *Disclosure*
- *We Have Always Been Here*

21% ‘How Women’s Stories Are Told’ Final Project Paper & Presentation (18 points)

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?

3% Final Project Topic, Pitch, and Response (3 points)

Final papers and presentations must be submitted online via Blackboard. To encourage peer engagement during the process, and to practice giving an ‘elevator speech’ of a passion or project, all students will submit a brief (1-minute) pitch of your project via FlipGrid. Each student will give a response to another student’s Final Project Pitch (also in FlipGrid). Encouragement, questions, notes, and suggestions are all welcome!

DUE DATES

- Proposed Project Topic due via email Sunday 11/13 by 11:59 PM ET
- Final Project Pitch due on Blackboard Tuesday 11/22 by 11:59 PM ET
- Response to Peer’s Final Project Pitch due on Blackboard Tuesday 11/29 by 11:59 PM ET
- Final Paper and Presentation due on Blackboard Friday 12/9 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 (<https://ssac.gmu.edu/>), Counseling and Psychological Services (<https://caps.gmu.edu/>), and Student Health Services (<https://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 <https://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:

<https://writingcenter.gmu.edu/>, Johnson Center 227E, 703-993-1200

The Writing Center provides free consulting 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'):

<https://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. In our Center we have a fridge, microwave, free printing, one student-use computer, the Trans Clothing Closet Resource, and free buttons! Please stop by or ask me if you are looking for specific resources, events, or programs—we support queer, trans, non-binary, and questioning students through our LGBTQ+ Learning Community, the LGBTQ+ Peer Mentoring Program, the Safe Zone+ Program, the Queer Student Leadership Council, Identity Nights, and more!

- Center for Culture, Equity, and Empowerment (CCEE):

<https://ccee.gmu.edu/>, SUB 1 Suite 2400, 703-993-2700

- Counseling and Psychological Services (CAPS):

<https://caps.gmu.edu/>, SUB 1 Room 3129, 703-993-2380

- Student Support and Advocacy Center (SSAC):

<https://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 Program/Center:

<https://wmst.gmu.edu/>, JC Room 240K, 703-993-2986

The Women and Gender Studies 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.

IX. COURSE SCHEDULE

WEEK	DATE	LEARNING MODULE / WHAT TO READ AND WATCH	WHAT'S DUE (by 11:59 PM ET)
1	Tue 8/23	<i>First Day of Class – Welcome!</i> Watch welcome video; Review syllabus and online course	Introduction Video
	Thu 8/25	<i>Gender and Representation</i> Watch: Miss Representation, The Mask You Live In (Kanopy)	Vocabulary Quiz; and Discussion Board 1
2	Tue 8/30	<i>Learning Gender, Learning Feminism</i> Read: Lorber (1994), Krolokke and Sorensen (2005)	Tiny Lecture 1
	Thu 9/1	Watch: Miss Juneteenth (Kanopy)	Discussion Board 2
3	Tue 9/6	<i>Intersectionality and Black Feminisms</i> Read: Lorde (1984) Watch: The urgency of intersectionality (Kimberlé Crenshaw Ted Talk), Are you a Man or Woman? ...I'm BLACK (Patrice Palmer Ted Talk)	Journal 1 due Sun. 9/11
	Thu 9/8	<i>Gender and Sexuality</i> Read: Fausto-Sterling (2007), Jourian (2015) Watch: The Urgent Need for Compassion (Man Enough Podcast Episode featuring ALOK)	Discussion Board 3
4	Tue 9/13	<i>Transnational and Global Feminisms</i> Read: Mohanty (1988), Anzaldúa (1996) Watch: The Dangers of Western Feminism to African Women (Elma Akob Ted Talk)	Gender IRL #1
	Thu 9/15	Read: Bastian Duarte (2012), Abu-Lughod (2002)	Tiny Lecture 2
5	Tue 9/20	<i>South African Feminisms</i> Read: The Woman Next Door (Ch. 1-10)	Journal 2 due Sun. 9/26
	Thu 9/22	Read: The Woman Next Door (Ch. 11-20)	

6	Tue 9/27	<i>Latinx/e and Hispanic Feminisms</i> Read: The House on Mango Street thru <i>Geraldo No Last Name</i> Chapter	Current Event Post #1
	Thu 9/29	Read: The House on Mango Street thru the end of the book	Discussion Board 4
7	Tue 10/4	<i>Non-Binary and Trans Feminisms</i> Watch: Sort Of, Season 1, Ep. 1-8 (HBO Max)	Journal 3 due Sun. 10/9
	Thu 10/6	Watch: Tales of the Waria (Kanopy)	Discussion Board 5
8	Tue 10/11	<i>East Asian and Southwest Asian Feminisms</i> Watch: Queer Japan (Kanopy)	
	Thu 10/13	Read: Chen (2007), Choo (2013)	Tiny Lecture 3
9	Tue 10/18	<i>North African & Indigenous Feminisms</i> Watch: A Revolution in Four Seasons (YouTube) Read: El-Ghobashy (2011)	Journal 4 due Sun. 10/23
	Thu 10/20	Listen: All My Relations Podcast (2) Episodes: All My Relations & Indigenous Feminisms, Indigiqueer	Discussion Board 6
10	Tue 10/25	<i>Intersectional Feminisms</i> Read: We Have Always Been Here (Ch. 1-6)	
	Thu 10/27	Read: We Have Always Been Here (Ch. 7-12)	Discussion Board 7
11	Tue 11/1	Watch: Disclosure (Netflix) Read: Semenya (2021), Phillips (1998)	Journal 5 due Sun. 11/6
	Thu 11/3	Listen: The Weekend Woman's Hour Podcast Episode featuring Michaela Coel, Rafia Zakaria & Japanese 'Womeneconomics'	Tiny Lecture 4

12	Tue 11/8	Watch: Pose, Season 1, Ep. 1-4 (Hulu)	Proposed Project Topic due Sun. 11/13
	Thu 11/10	Watch: Pose, Season 1, Ep. 5-8 (Hulu)	Gender IRL #2
13	Tue 11/15	Read: Calleja (2003)	Current Event Post #2
	Thu 11/17	Read: Grace (1987), Grace (1993), Grace (2021)	Discussion Board 8
14	Tue 11/22	Watch: Shrill, Season 1, Ep. 1-6 (Hulu)	Final Project Pitch
	Thu 11/24	Thanksgiving Recess (11/23-11/27)	
15	Tue 11/29	Watch: Shrill, Season 2, Ep. 1-8 (Hulu)	Response to a Peer's Final Project Pitch
	Thu 12/1	Last Day of Class! Paper and presentation due in Blackboard.	<u>Final Project Paper and Presentation due Friday 12/9</u>