

WOS225: INTRO TO WOMEN'S & GENDER STUDIES



Just a super-awesome unicorn



IMPORTANT INFO

WHO: Liam Oliver Lair, PhD || Wayne Hall 737 || llair@wcupa.edu

WHEN: T/R

Section 14 - 8:00a-9:15a; **Section 02** - 9:30a-10:45a

Section 03 - 11:00a-12:15p; **Section 09** - 2:00p-3:15p

WHERE: AND205

OFFICE HOURS: W 11a-2p, T&R 1p-2p or by Appt

Interested in majoring or minoring in WGS? Contact Dr. E. Simon Ruchti, Chair of WGS, eruchti@wcupa.edu or speak with me!!

**THIS IS THE IMPORTANT STUFF. READ IT!
BE AWESOME LIKE THE UNICORN.**

IN THIS CLASS YOU WILL: Learn about feminism, the field of Women's and Gender Studies, systems of privilege & oppression, why these things are important for your life, and how to connect them to everything around you!

WHAT WE ARE GOING TO READ:

- * Jessica Valenti, *FULL FRONTAL FEMINISM* and *HE'S A STUD, SHE'S A SLUT*
- * Mia McKenzie, *Black Girl Dangerous*
- * And also stuff on D2L

HOW YOU'LL BE GRADED:

- A: 93-100 ← this is amazing
- A-: 90-92
- B+: 87-89
- B: 83-86 ← this is quite good
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72 ← this is passing
- D+: 67-69
- D: 63-66
- D-: 60-62 ← see me before this happens
- F: 59 or lower

WHAT KIND OF WRITING AND THINKING YOU'LL DO:

This class asks you to apply what we discuss in class to your everyday life. Because of that, we will not only be reading and responding to experts in the field, YOU become the experts as well. I'll be asking you to talk with your roommates, friends, and families about what we are discussing in class. You can share your expertise and also reflect on how what we are talking about in class makes clear the way that gender, race, class, disability, and other systems shape everything around us.

HOW YOU WILL EARN YOUR GRADE, AND EXTRA THINGS YOU CAN DO:

You have the opportunity to earn 1000 points. There will be opportunities for extra credit, but this will not save your grade.

HANDING STUFF IN:

Some things will be submitted in class, but the majority will be submitted online via Turnitin. I might ask for both.



STILL AWESOME

ALSO AWESOME



WHEN IS STUFF DUE?

- 9.5: What is a Feminist Essay, pt1
- 9.19: Privilege Response
- 9.28: *He's a Stud, She's a Slut* essay
- 10.3: Gender Challenge
- 11.30: PISSAR Response
- 12.7: What is a Feminist Essay, pt2

MidTerm: 10.19

Final: See Course Schedule

Daily Responses: Every day we meet!

SHOWING UP & BEING PROFESSIONAL:

Participation in this class is required. You are not penalized for individual absences, but if you miss a ton of class, you will be docked points for your lack of participation. I also track how often you email with questions that can be answered by the syllabus. This will all affect your "showing up/being professional" grade.

LATE WORK:

As adults, getting your work done on time should be a priority. I understand that things happen. Late work must be submitted no later than 2 days after the original due date. You will be marked down 1 letter grade, and then 1 more for every day it is late after that.

NEED HELP?

Awesome! Come visit in me in my office hours! I want you all to do well. Also, please see me about any accommodations you might need. See page 3 for info regarding Disability Services and Accessibility.

SCENT-FREE

I am asking that this be a scent-free space

FORMATS:

12pt standard font, double spaced, and 1" margins. DO NOT take up 1/2 the page with introductory material

WHAT YOU WILL BE ABLE TO DO BY THE END OF THE SEMESTER:

Besides being awesome like the unicorn, you will be able to talk to your friends about: feminism, the patriarchy!, WGS as a field of study, racism, ableism, fatphobia, systems of privilege and oppression, and even fun facts about women's rights. Most importantly, you'll be able to understand how these things are relevant to your life and the lives of those around you.

INCLUSIVITY & DIFFERENCE

I am committed to making this space a welcoming place for anyone, regardless and because of race, sexuality, disability, religion, gender, gender expression, class, and many other aspects of who we are. Creating a safe space does not mean it will always be comfortable -discomfort can often be the most productive place of learning. We will support each other in this work, we will assume good intentions, and we will hold each other accountable.

PLAGIARISM:

Just don't do it. See my official statement on page 3 of the syllabus.

WHEN DO I HAVE TO HAVE STUFF READ FOR:

If a reading is assigned for a particular day, you should have that reading completed BEFORE CLASS.

ADVOCATE FOR YOURSELF:

E-mail me any time and I will usually respond in less than a day (or sooner). If things come up in your life, keep me informed and we can work together to make sure you succeed in this class. I would encourage you to do this with other profs, too.

OVERVIEW

This course introduces students to the interdisciplinary field of women's and gender studies. It is designed to help you develop a critical framework for thinking about questions relating to sex, gender, and sexuality and the ways that they are constructed and institutionalized – in our relationships, in our families (broadly defined), in our schools and workplaces, and in our culture. This course connects theory with “real life.” We will work to expand your knowledge of women's and gender studies in terms of issues of race, ethnicity, culture, and class through readings, films, and other resources.

INCLUSIVITY & DIFFERENCE

I am committed to making this space a welcoming place for anyone, regardless and because of race, sexuality, dis/ability, religion, gender, gender expression, class, as well as many other factors that shape who we are in the world. We will work collectively to make this classroom a safe space. This means that we, collectively, will work on valuing and empathizing with a diversity of backgrounds and experiences and on recognizing that experiences that differ radically from our own are just as valuable as those that are similar. Creating a safe space does not mean it will always be comfortable – feeling discomfort can often be the most productive place of learning. We will support each other in this work, we will assume good intentions, and we will hold each other accountable as we move through the semester as we listen and attend to the voices of every person in this class.

GOALS:

- Develop your ability to analyze how gender operates historically and in the present.
- Identify women's and feminist activities and accomplishments -- especially those that have been conventionally neglected -- across a variety of cultures and historical contexts.
- Apply feminist theories, including theories of intersectionality, to personal, local, and global contexts.
- Locate, evaluate, and use relevant and appropriate information related to women's and gender studies.
- Understand the links among systems of gender, race, class, sexuality, ability, and ethnicity using critical methods of inquiry.
- Distinguish between individual attitudes and institutionalized forms of discrimination and oppression.
- Understand how seemingly “different” forms of domination interconnect – and to think through various responses to this domination.
- Develop the ability to deal with these moral and ethical issues and then apply the concepts and theories of women's studies to one's life experiences.

REQUIREMENTS THIS COURSE FULFILLS**1. Women's and Gender Studies Requirement**

This course is taught as part of the Women's and Gender Studies program, and is a required course for both the major and minor in Women's Studies. As such, the course is intended to help you:

- *Identify women's and feminist activities and accomplishments -- especially those that have been conventionally neglected -- across a variety of cultures and historical contexts.*
 - Achieved through Lectures/Participation, Reading Summaries, Exams
- *Analyze how gender operates historically and in the present.*
 - Achieved through Exams, Lectures/Participation.
- *Apply feminist theories, including theories of intersectionality, to personal, local, and global contexts.*
 - Achieved through Reading Summaries, Privilege Response, What is a Feminist Essay pt2, Lectures/Participation.
- *Locate, evaluate, and use relevant and appropriate information related to women's and gender studies.*
 - Achieved through Reading Summaries, Response Essays, Lectures/Presentations.

2. General Education Goals

This course fulfills general education goals and requirements. This course will help students:

- *Think critically and analytically*
 - Achieved through Reading Summaries, Response Essays, Lectures/Participation.
- *Demonstrate sensibilities, understandings, and perspectives of person educated in liberal arts*
 - Achieved through Reading Summaries, Essay Responses, Interdisciplinary Lectures.
- *Make informed decisions and ethical choices*

- Achieved through Lectures and class activities, particularly week 10.
- *Respond thoughtfully to diversity*
 - Achieved through Reading Summaries, Privilege Response, Class discussion, and Lectures

3. Writing Emphasis

This course also fulfills a requirement for the Writing Emphasis component of the WCU General Education curriculum. As such, this course aims to develop the student's writing abilities. Among these abilities is the crafting of prose that displays clarity, correctness, and grammatical grace. Students will be given opportunities to revise their writing with the benefit of feedback from the instructor and peers. I will also provide workshops and pointers on writing throughout the semester.

As a Writing Emphasis course, this course meets two Gen. Ed. goals that will help students:

- *Communicate effectively*
- *Think critically and analytically*
- *Learn ways to revise and improve upon writing in both formal and non-formal settings*
 - Writing goals achieved through the following: Reading Summaries, Response Essays, and class presentation

4. Diverse Communities

This course fulfills the Diverse Communities (J) component of the WCU General Education curriculum. As a Diverse Communities course, this course meets an additional Gen. Ed. goal that will help students learn to

- *Respond thoughtfully to diversity*
- *Examine assigned issues from a diverse communities perspective.*
- *Evaluate the ideological, historical, and cultural causes of structural inequality.*
- *Demonstrate an understanding of the perspectives of historically marginalized groups.*
 - Diverse Communities goals achieved through Reading Summaries, Response Essays, Lectures, class discussion and activities, and film in Week 15

5. Interdisciplinary

Finally, this course fulfills the Interdisciplinary (I) component of the WCU General Education curriculum. In addition to the Gen. Ed. goals listed above, this course meets several Interdisciplinary course objectives. This course will integrate disciplines such as history, biology, theatre, psychology, and sociology in an effort to better understand the field of women's and gender studies. Through this interdisciplinary work, students will meet the following objectives:

- *Integrates material from diverse disciplines, including women's studies, race studies, sexuality studies, sociology, history, and the arts.*
- *Draws on these disciplines through intersectionality to provide a holistic explanation for how gender is created, maintained, altered, and communicated across and within different communities.*
 - Interdisciplinary objectives achieved through Response Essays, Lectures, and Exams.

::: You CAN count this class for I, J and W:::

CLASSROOM CIVILITY

While the nature of the material covered in this course means we will discuss controversial materials, you do not have license to be insensitive. No bigotry will be tolerated in this class. That said, at some point in time, any one of us might offend some one else in the classroom. I would ask that you assume good intentions, but that does not mean we should not be held responsible for your words, regardless of intention. If you offend someone in a genuine effort to learn and grow, we have no problem. If, however, you are simply trying to offend or being blatantly insensitive, I will have to speak to you about your behavior. If that type of insensitive behavior continues, I will invoke the Student Code of Conduct on Classroom Behavior.

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism will not be tolerated. The plagiarism policy for this course is that anyone who deliberately commits plagiarism will get an F for the course and will be reported. This includes submitting anything but ORIGINAL work. Instances of unintentional plagiarism will be handled on a case-by-case basis and can result in a reduced or failing grade for that assignment. For more information on the WCU plagiarism policy, please see their website. I recognize as cheating anything that is covered in the university policy on academic honesty.

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

EMERGENCY PREPAREDNESS

All students are encouraged to sign up for the University’s free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

EMAIL POLICY

It is expected that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. Failure to access will not exempt individuals from the responsibilities associated with this course.

ACCOMMODATIONS, RELIGIOUS OBSERVANCES, ETC

WCU makes accommodations for students with disabilities (physical, learning, or otherwise). The Office of Service for Students with Disabilities arranges accommodations for students who are eligible. It is your responsibility to contact the office or other appropriate WCU office in a timely manner. If you have ANY concerns about accommodation, please see me. If you have recognized religious observances or recognized university obligations or if unforeseen circumstances arise that conflict with course events or requirements you must let me know immediately, so that we can discuss and arrange a reasonable accommodation before the course is underway.

A NOTE ABOUT SEXUAL HARASSMENT & VIOLENCE

WCU Faculty, Staff, and Students believe in creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. I believe each student deserves a safe environment to pursue an education and I understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. I am dedicated to make our campus safe. If you’d like to know more about Green Dot, our campus’s bystander intervention program, please ask!

Please know that all faculty on campus are mandatory reporters. This means that if you disclose an experience of sexual misconduct to me outside of a classroom discussion, a writing assignment, or as part of a University-approved research project, I must report the experience to WCU’s Title IX Coordinator, Lynn Klingensmith (lklingensmith@wcupa.edu). If you disclose sexual violence or any other abuse that occurred to you while you were a minor, or to someone else while they were a minor, I must report that, too. If you would like to co-report your experience in a way that feels comfortable for you, we can discuss that process.

Filing a sexual misconduct report *does not mean* you will have to get involved with an investigation or go to court. Survivors under the influence of drugs or alcohol will not face disciplinary charges from WCU. Learn more at: [wcupa.edu/sexual misconduct](http://wcupa.edu/sexual%20misconduct)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at <http://www.wcupa.edu/admin/social.equity/>.

If you or someone you know has experienced stalking, partner violence or sexual assault, please know, you are not alone. You can find confidential resources at the following:

- **Sexual Misconduct Advocate:** Housed in the Office of Wellness Promotion, the Advocate is a confidential resource for those who have experienced sexual violence, harassment, intimate partner violence and stalking. *Sherry Mendez: 610-436-0732 | smendez@wcupa.edu Commonwealth Hall Room 12. Hours: Mon-Fri 8a.m.-3:30p.m.*

- **Counseling Center:** The Counseling Center offers free confidential individual and group counseling and support. 610-436-2301 | Commonwealth Hall—Lower Level to schedule an appointment. Hours: Monday through Friday 8:a.m.-4:30 p.m.
- **Student Health Services:** The Health Centers offers non-emergency medical care for injuries and follow-up appointments. (610) 436-2509 | Commonwealth Hall—Lower Level. Hours: Monday-Friday, 8a.m. to 6 p.m.; Saturday 10a.m.-6p.m.
- **Women’s Center:** The Women’s Center is a confidential resource offering assistance to survivors, friends, and family members of a recent or past assault . (610) 436-2122 | Lawrence Room 220. Hours: 8:00-4:00pm.
- **Crime and Victim’s Center of Chester County:** 24 hour hotline for sexual assault and rape in Chester County: 610-692-RAPE (7273).

MORE INFO

For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Undergraduate Catalogue, the Ram’s Eye View, and the University website at www.wcupa.edu.



COMMUNITY CHECK-IN

Once a month, we will do a ‘community check-in’ in order to gauge where the class is with readings, class concepts, assignments, and WCU more generally. This is meant to be a safe space where we can work through any issues that are creating barriers for you. Here are the guidelines for community check-ins:

- Respect each other’s privacy, what is said during the community check-in should stay in the classroom
- Be concise during the check-in. Be intentional about what you say and make sure you leave space for others
- If you don’t feel comfortable sharing during the check-in time, but want me to know about any concerns or questions you are having, email me or come to my office hours

NAMES AND E-MAILS OF THREE CLASSMATES

- 1.
- 2.
- 3.

RESEARCH!!

“Showing Up” & Attendance (50pts): Showing up to participate is required, and I expect you to bring questions to class about the readings. In this class there are no “excused” or “unexcused” absences. However, keep in mind that missing class means you cannot participate. Additionally, being professional is an important skill in college and beyond. Being consistently late to class, unprofessional in your communication with me, or inquiring about aspects of the course that are covered in the syllabus will result in a deduction from your 50 points.

Daily Responses (200pts): Each day you will prepare a response to the topic at hand and bring it to class. Sometimes there will be specific prompts I want you to respond to. Other days, I will ask you to respond specifically to at least one of the readings due for that day. This involves 5 things: summarizing the argument, choosing a quote from the reading, commenting on that quote, asking an engaged question about the reading, and then writing an answer to that question. While I will not collect these responses every day, I do expect you to have them in hand. I will collect them 10 times over the course of the semester. If you are absent, you forgo the opportunity to submit this response. Each will be worth 20 points for a total of 200 points. **Because the responses differ from day to day, you will need to check with your classmates if you miss class.**

Feminists Respond (100pts total): For this assignment, you will research and present on a topic related to what we are discussing on the day you present. You will produce a 3-4 page write up (50pts), and give a 3-4 minute presentation (50pts) to the class. A portion of your presentation and written piece must address how feminists have responded to or engaged with the issue you’re writing about. This means that you will need to read outside sources OR listen to what feminists are saying about this issue. Write-ups are due the same day as the presentation.

Feminist Reflections (250pts total): Each of these papers are different, so see the assignment sheets for each. One of these will involve a reading response (more info on handout). The papers are as follows:

1. What is a Feminist Essay, pt1 (15pts)
2. Privilege Response: A Reflection on Intersectionality, Privilege, & Oppression (75pts)
3. He’s a Stud, She’s a Slut Response (25pts)
4. Gender Challenge Paper: An Analysis of Gendered Marketing (25pts)
5. PISSAR Worksheet and Response: Coalitional Politics (35pts: 10pts for checklist, 25pts for response)
6. What is a Feminist Essay, pt2 (75pts)

Exams (200pts each = 400pts total): The exams will consist mostly of short essay answers. These will give us a change to stop, reflect, and touch base to make sure we are all on the same page and have a grasp of the basic concepts we are working with over the semester.

EXTRA CREDIT:

You will have several opportunities for extra credit. These will be worth up to 8 points each. You cannot repeat an assignment, but you can complete all three if you would like to take advantage of this opportunity. I will not “round up” grades at the end of the semester. It is unprofessional to ask a professor to do so. **EXTRA CREDIT IS DUE AT OR BEFORE THE FINAL EXAM.**

1 – BGD READING: Read one of the chapters NOT assigned in *Black Girl Dangerous*. Write a 2-3 page (dbl spaced) response to what you’ve read using course themes. If you disagree with any part of what you read (which is ok) consider why the author is writing what she is. What is her argument and why might folks agree with her? Tell me these things and THEN tell me why you disagree.

2 – COMMUNITY ENGAGEMENT: Attend an event in the community and write a 2-3 pg (dbl spaced) response linking the content of the event to our course.

3 – THE REP TEST: Watch a film of your choosing. Complete the “Rep Test” (found online) and write a 2-3 page response reflecting on the results and submit BOTH the reflection and the Rep Test score sheet. To find the rep test, google “grading hollywood: the representation test.”

4 – WILD CARD: This is for folks who think of something really cool that is relevant to the class but doesn’t fall under the extra credit listed above. The only catch is that I must approve of whatever this is for it to count for EC.

**ALL ASSIGNMENTS ADD UP TO A TOTAL OF 1000 POINTS:
YOU HAVE THE OPPORTUNITY TO EARN UP TO 1000 POINTS OVER THE COURSE OF THE
SEMESTER.**

I DO NOT GIVE GRADES. YOU EARN THEM

Course Outline/Tentative Schedule:

Full Frontal Feminism = FFF :: He's a Stud, She's a Slut = HSSS :: Black Girl Dangerous = BGD
If it is not from one of these texts, it will be available on D2L

Week 1:

Tues 8.29: Introductions

Thurs 8.231: Syllabus & Course Items
Sensoy & DiAngelo, *Is Everyone Really Equal*, p165-174

DUE: Before you come to class today, read through the complete syllabus AND complete the Plagiarism Quiz. The link is on D2L. It is also here: http://turnitin.com/assets/en_us/media/plagiarism-quiz/
EMAIL ME THE RESULTS – you will have the option to do that at the end of the quiz.

Week 2:

Tues 9.5: FFF Intro & Ch1: Defining Feminism(s)

DUE: What is a Feminist Essay – First Draft

Thurs 9.7: Asher, Not Your Mom's Trans 101
Serano, "Trans Feminism: There's no Conundrum About It"
BGD: *Love, QPOC Style*, 22-25

::: PRIVILEGE, OPPRESSION, AND INTERSECTIONALITY :::

Week 3:

Tues 9.12: Sensoy & DiAngelo, excerpts from *Is Everyone Really Equal*
Beverly Tatum, Ch1 "Defining Racism"

Thurs 9.14: McIntosh, "White Privilege, Color, & Crime"
Jeff Cook, "Why I'm a Racist"
Matti, "Why I'm Absolutely an Angry Black Woman"
Southern Poverty Law Center, "The Alt-Right & Freedom of Speech"

Week 4:

Tues 9.19: Sensoy & DiAngelo, excerpts from *Is Everyone Really Equal*
Giorgis, "How White People can Support People of Color"
BGD: 4 Ways to Push Back Against Your Privilege, 112-116; How to Know if You are White, 70-72; White Silence & White Silence: A Follow Up, 39-46,

DUE: Privilege Response

Thurs 9.21: FFF Ch13: Intersectionality
Moraga, "La Guëra"
BGD: The Myth of Shared Womanhood... p106-111

:::FEMINISM, SEXIST LANGUAGE, & MASCULINITY:::

Week 5:

Tues 9.26: FFF Ch9: History of Feminisms and Feminist Movements
Lorde, "There is no hierarchy of oppressions"

Thurs 9.28: FFF Ch6: Labor & The Wage Gap
Susan Chira, "It's Not a Pipeline Problem. It's about... deeply rooted barriers"

DUE: He's a Stud, She's a Slut Response

Week 6:

Tues 10.3: FFF CH10: Men & Masculinities

Gloria Steinem, "If Men Could Menstruate"

DUE: Gender Challenge

Thurs 10.5: Michael Kimmel: "Why Men Should Support Gender Equality"

To Read Over Break:

Vincent Schilling, "8 Myths and Atrocities about Christopher Columbus & Columbus Day"

Taylor Payer, "A Guide to Celebrating Indigenous Peoples Day" in *The Solidarity Struggle*

DUE: Columbus Day Response due 10.12.17

Week 7:

Tues 10.10: FALL BREAK

Thurs 10.12: Pascoe, *Dude, You're a Fag* Ch3

Week 8:

Tues 10.17: Deborah Cameron, "Naming of Parts: Gender, Culture, and Terms for the Penis among American College Students." *American Speech*. 67:4 (Winter 1992): 367-382.

Thurs 10.19: MID-TERM ←

:::FIGHTING GENDER-BASED VIOLENCE:::

Week 9:

Tues 10.24: FFF Ch4: Rape Culture
TBA [2nd Reading assigned by guest speaker Dr. Jacquet]

Thurs 10.26: Sara Alcid, "Navigating Consent."
Alli Kirkham, "What If We Treated Consent Like Society Treats Sexual Consent"
Robot Hugs, "This Metaphor for Consent Might Be Just the Thing You Need to Make it Click"

Week 10:

Tues 10.31: "Brock Turner Letters"
Victoria Bekiempis, "When Campus Rapists Don't Think They're Rapists"
Film: *The Hunting Ground* (1hr 43min)

Thurs 11.2: Lewis, "The Thrill and Fear of 'Hey Beautiful'"
Winerip, "Standing up to Stop Sexual Assault"

:::BODIES, DIFFERENCE, & FIGHTING BACK:::

Week 11:

Tues 11.7: FFF CH2: Feminist Sexualities

Thurs 11.9: FFF Ch3: Pop Culture and The Media

Week 12:

Tues 11.14: FFF ChII: The "Beauty Cult"

Thurs 11.16: NO CLASS – begin reading for Tuesday

Week 13:

Tues 11.21: *HAES Manifesto*
Saraswati, Shaw, & Rellihan, "Social construction of science"

Lunette, "Breaking Down Fatphobia," "Why I'm Fat Positive," and "Seconds, Please: Resisting Food Policing over the Holidays"

Thurs 11.23: THANSGIVING

Week 14

Tues 11.28: Eli Clare, "The Mountain" (MDL)

Thurs 11.30: Simone Chess et al., "Calling All Restroom Revolutionaries!" (MDL)

DUE: PISSAR Checklist & Response

Week 15

Tues 12.5: Godfrey, "When Drag is Activism"

Thurs 12.7: FFF Ch14: What You can Do
Braithwaite & Orr, "Now What"

BGD: 10 Things Us Queers (And the Rest of Y'all) Can Do Today To Grow a Little, 64-69

DUE: Re-work of Feminism Paper

FINAL:
Section 14: Tuesday, 12.12.17, 8:00a-10:00a
Section 02: Thursday, 12.14.17, 8:00a-10:00a
Section 03: Tuesday, 12.12.17, 10:30a-12:30p
Section 09: Thursday, 12.12.17, 1:00p-3:00p