

WGSS 140B: Intro to WGSS

Fall 2020

Taught by: Dr. Jess Vooris [pronouns: they/she]

Email: jessicavooris@depauw.edu

Zoom Office hours: Monday and Wednesday, 2-4 pm EDT, Tues 9:00-11 am EDT

On campus: Friday mornings (by appointment only)

COURSE DESCRIPTION/REQUIREMENTS:

WS 140 serves as a prerequisite for the major and minor in Women's Studies, as well as a survey course that introduces students to the interdisciplinary nature of the field. Our main aim is to begin to understand human behavior through a focus on how gender shapes cultures and the institutions that structure them. Students will explore the study of women and feminism by examining the intersections of race, class, sexuality, and disability with gender across cultural and disciplinary contexts. We will develop a framework for thinking at the intersections of identity, politics, culture and knowledge. Topics will include feminism and women's movements; gender socialization; the body; violence against women; and women's resistance and activism.

This course will meet asynchronously with options to meet synchronously at a few points in the semester. Class will primarily "meet" via discussion forums, and we will share ideas, learn together, and ask questions through various formats including text, video, comics, and audio files.

Please visit me during my Zoom office hours as I would love to learn more about what you are thinking and learning, and offer you support with your course-work.

Be sure to let me know during office hours or via email if you need support, or any specific accommodations, the sooner the better. Students with disabilities or who need time from class to observe religious holidays, please contact me as soon as you can to make any arrangements necessary.

Required Materials

Please purchase the book below or rent/borrow it. Hardcover or paperback, either form is fine. An e-book or audio version is great. If you are overseas, and have trouble purchasing this text, let me know. We will not be reading this until the end of the semester, so it is okay if you do not buy it/rent it straight away.

Barnhill, Kelly. *The Girl Who Drank the Moon*. Algonquin Young Readers, 2016. ISBN: [978-1616207465](#)

All other course readings will be available on Moodle.

How the course will be organized

- Every week you will have a few texts to read, a short lecture to listen to by Prof V (a transcript will be provided as well), and a couple videos/podcast/media to watch or listen to that are connected to the topic.

- Once a week you will be asked to respond to questions about the readings on the Discussion Forum
- Once a week you will be asked to complete an activity/project related to the readings and respond to two classmates' posts.
- Every two weeks I will hold an optional Zoom "social hour" on a different time/different day so it fits a variety of schedules. This will be an informal chance to get together, chat about class (or not), get to know each other, listen to music, and have some fun.

Creating a community of learning means we must:

- Build a space where each member of the class feels comfortable about sharing their thoughts.
- Understand that we may not always agree, but that disagreement can be a positive, productive part of learning
- Read each other's work carefully, and respond to each other kindly and with respect.
- Remember that we all have something to contribute, every one of us is learning (even me!) and it is okay to ask questions.
- Understand that learning means taking risks, trying new things, playing around, guessing at times, making mistakes and recognizing that sometimes we won't get it right the first time.

COMMUNICATION FOR THE COURSE

Moodle: E-Reserves, an updated syllabus, and course calendar will be kept on Moodle. Note that some of the reading materials will be links to outside websites.

FYI: Privacy and Moodle. Please note that Moodle keeps track of when you log in, what links you click, and how long you keep any part of the Moodle open. Thus, I can tell if you haven't logged in for a week, if you never opened a particular file, or if you only spend 5 minutes on the discussion board.

Email: Please send email to jessicavooris@depauw.edu if you have questions/comments about the course, readings, or want to make an appointment with me. It will be helpful if you include the course number and a relevant subject heading with your email. **Example:** WGSS 140B, question about the bell hooks reading

Note that email sent after 7 pm may not be responded to until the morning, and I will not be checking email frequently on the weekends. Please give me at least 24 hours to respond, however, if you don't hear from me in 48 hours, do send a reminder email! . (Note: if you email after 7 pm on Friday, I may not reply until Monday morning).

Camera/Mic Policies (For Optional Synchronous Class Sessions and Office Hours)

- I encourage but do not require cameras to be on
- Upload a photo or avatar on your zoom profile if possible
- Mute your mic when not speaking
- Chat/Text is also a way to communicate

For me, personally, it is easier to engage if I can see people's faces on the screen, and this enables us to try to recreate the sense of being in person while connecting remotely. It also makes it less tempting to multi-task or check email. Thus, if possible, I would like for folks to have their cameras on during our video-conference class sessions.

However, I understand that folks may have connectivity issues, may not want to broadcast from their house, may have Zoom fatigue, and/or are uncomfortable being seen on camera. (Note that on Zoom you can hide your video from yourself if you don't like seeing yourself on camera).

Therefore, I will not require that your cameras are turned on. That said, it can be helpful for everyone in the class if you have a photo or avatar to represent yourself, so we can see that instead of a blank square.

Please mute your mics unless you are speaking to avoid background noise. Again, I would appreciate folks speaking via their mics when possible, but I know that sometimes your mic may break, or there is a lot of background noise, or a topic may be sensitive and you don't have privacy to speak freely. For all of these reasons, I also encourage the chat as a place to communicate your thoughts, questions, or responses to questions.

Graded Assignments

25% Discussion Board Reading Responses

20% Feminist Art/Dance/Game/Creative Writing Activities

10 % Active Engagement Points

20% Feminist Analysis Essay

25% Learning Analysis

Grades:

A work is excellent, unusually creative and/or analytically striking

B is fine work of high quality, though not as skilled, ambitious, or carefully presented as A

C is average or usual work fulfilling the assignment; should not be hasty, or insufficiently collaborated

D work is below average or incomplete; shows many difficulties or cannot follow instructions

F work is not sufficient to pass; unwillingness to do the work, or so many difficulties unable to complete

I will explain in more detail what the expectations are for each assignment in the handouts and on Canvas.

GRADED ASSIGNMENTS

25 % Discussion Boards: This course is taught entirely online, mostly asynchronously. This means that in place of classroom discussion we will be having our conversations on Moodle Forums. Each week there will be discussion questions that you will answer, drawing on the texts you have read that week. These responses can be in written format (300-400 words long), or in audio/video format (2-3 minutes—please be sure to include captions!). No matter how you choose to respond, please engage thoughtfully with the question, and reference class materials and key concepts in your answer. Remember, these conversations take the place of in-person class, so please spend some time crafting your responses and reading others' work. Discussion Board post: Due **Thursdays at 11:59 pm**

You should then respond to at least two of your classmates' posts. This should be at least a 100 words, or a minute response if you choose the audio/video option. Please be thoughtful, generous, curious, and respectful in your responses and interactions on the discussion board. Your responses are due: **Sundays at 11:59 pm.**

Note: I will not give final grades for the discussion posts until the end of the semester, and you are allowed to turn them in late. However, I would encourage you to keep to a weekly schedule so that you do not fall behind. I will give everyone a mid-semester evaluation on their posts to let you know what you are doing well, and how you can improve.

20% Feminist Video/Art/Dance/Game/Creative Writing Activities: Every week you will be asked to complete a "feminist activity" which will take a different form. Sometimes this will mean having a conversation about feminism with a friend/family member. Other times you will be prompted to create a collage, or a poem, or a comic. At a different point in the semester you will work your way through a Twine (interactive) Story, or will create your own. Another week you may be asked to write a science-fiction story, or create a poster raising awareness about a feminist issue. Some weeks you will be invited to share your work with your classmates, or build on each other's work, and other weeks you will complete these activities as individuals and send me the work privately. Due: **Sundays at 11:59 pm.**

10% Active Engagement Points (AEP): These are gained through a variety of ways—attending Social Hour, meeting with me via Zoom during my office hours, attending sexuality/gender-related virtual events, posting about a book, blog, or youtube video that is related to class topics on the "Show and Tell" Board, asking or answering a question on the Student Lounge Board, having a conversation with a friend outside of class about class topics. You want to engage in at least 10 posts/activities for your full AEP. Due **Friday, December 11th at 11:59 pm.**

20% Feminist Analysis Essay: You will choose a piece of media, literature, or art and analyze it for feminist themes. See Moodle for more details. 4-5 pages. Due: **November 1st at 11:59 pm.**

25 % Learning Analysis: This will be a synthesis of the course, how you understand it to be constructed, what you see the argument of the course to be, what you learned from your readings, how you place yourself in the course, and overall what you have gained from taking this class. The assignment with full details and requirements will be posted on Moodle, but I will note here that the format of the assignment does not have to be a traditional paper; you can turn in a creative story, a poem, or something of your own choosing, as long as it includes the analysis of the course, answers all the questions required, and shows evidence of understanding key concepts. Written Essay: 4-5 pages. Other formats: Let's chat about length. Due Date: **December 16th at 11:59 pm.**

CITATIONS:

It is important as scholars and writers that we respect the work of others, and that we make sure to cite our sources. I like to think about citations as a way to give credit, as a way to guide a reader to more information, and as a way to be a part of a community conversation.

When you write your discussion board posts, you do not need to provide a full bibliographic citation—but you should include the **author's name** and **page numbers** for direct quotes.

If you are unsure of how to properly cite your information and how to avoid plagiarism please refer to online guides on MLA, APA and Chicago Style formatting. I do not have a preference for which one you use, but please pick one and use that consistently throughout an assignment. If you still need help with citations, please set up an appointment to talk with me.

Note: Plagiarism will result in a zero on the assignment, and depending on the severity, could result in failing the class.

LATE POLICY and Extension Policy:

I will always accept late work, however, I will not always have time to provide the same level of feedback on late-work as I provide on work that is turned in on time.

Note: Discussion posts, Activities, and AEP will be graded at the end of the semester, and will be accepted late without penalty, up until the last day of class. However, I suggest that you stick to the weekly schedule that I have outlined or you will fall behind and find it difficult to catch up.

Your Feminist Media Analysis, and Learning Analysis will be accepted without penalty if they are turned in within 24 hours of the deadline. Essays turned in after this 24 hour grace period will be penalized with a grade reduction.

If you are struggling to turn in work, or are overwhelmed with multiple deadlines get in touch with me BEFORE the due date and ask for an extension. Note there are only two specific deadlines in the course: the Feminist Media Analysis, and the Learning Analysis. And I am pretty flexible as long as you communicate with me ahead of time.

FERPA and Confidentiality

FERPA, the federal law that guards student privacy, prohibits me from discussing your performance in this class with anyone except you without your permission, which must be on file with the university, not simply told to me. To ensure compliance with this law, I will not respond to emails from students unless they originate from university email addresses. Out of respect for the privacy of your classmates, do not record or screenshot any part of this class for use outside of this class, even if you omit identifying information about the speaker or poster.

How to Get Help: There are different resources for different problems you may encounter. Be sure to contact the right resource to get help. If you contact the wrong person, this will delay getting your problem solved.

- For help understanding a concept from the course, contact me via email.
- If you have a question about an assignment requirement, like a due date, post your question in our Student Lounge, the forum dedicated to students answering each others' questions, or email or message a classmate.
- For technical problems with Moodle, like not knowing how to upload an assignment, please contact moodle@depauw.edu for support.
- For all other technical problems with online systems at the university, like how to access your grades, contact our Tech Help at HelpDesk@depauw.edu or 765-658-4294.

- For help dropping or adding a course, contact your advisor or the registrar's office at 765-658-4141.
- For help locating resources for your feminist essay, contact a research librarian by phone at (765) 658-4444, email at library@depauw.edu, or via chat by going to the library's website: <https://libanswers.depauw.edu/>
- For help finding a peer tutor for this class, email acadpeer@depauw.edu for an appointment or sign up here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>
- To improve your writing, set up an on-campus or remote meeting with a writing tutor from our writing center. Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center>
- For support with presentations, public speaking, or even discussion skills, you can find a peer tutor through the S-Center: Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center>
- For help with food insecurity, there are a few options in Greencastle, including: Putnam County Emergency Food: 600 Tennessee St, Greencastle, IN 46135. Contact: (765) 301-4431
- For an appointment with a mental health counselor, contact our campus counseling center. They are currently using an online telehealth approach to their services. To schedule a virtual appointment, please email counselingservices@depauw.edu or call 765-658-4268.
- If you would prefer to text someone regarding mental health, text NAMI to 741741. If you would like to talk to someone about domestic violence or sexual assault you can contact:
 - Elizabeth Gertz (Coordinator of Sexual Assault/Interpersonal Violence Prevention/Education, Phone: 765-658-1088, Email: elizabethgetz@depauw.edu)
 - Sarah Ryan, (director of the Women's Center) Phone: 765-658-4173, Email: sryan@depauw.edu.
 - SASA (Sexual Assault Survivor Advocate) Support is available 24/7 at 765-658-4650.

If you would like off-campus support: Family Support Services of West Indiana has DV programs: <https://fsswci.net/domestic-violence>. If you want to speak to someone anonymously you can call the National Domestic Violence hotline at 1-800-799-SAFE. Or RAINN's National Sexual Assault Hotline: 1-800-656-4673 or chat: <https://hotline.rainn.org/online>

- If there are other resources you need but don't know where to find, please ask!

Accessibility: If you need accommodations, you have a right to have these needs met. Please chat with me about what kind of support you need, even if you haven't received official accommodations yet. I care about you as an individual and want to support your learning as much as possible.

While I will do my best to support you regardless of diagnosis/official accommodations, it can be useful (and necessary in particular cases) to get official accommodations through Student

Accessibility. They can help you whether you have a documented disability, or just suspect that you have one. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, and chronic medical conditions such as migraines, AIDS, cancer, and diabetes. Student Accessibility Services can be reached by phone at 765-658-6267 or studentaccessibility@depauw.edu. Meetings with SAS staff will be conducted virtually this semester.

Reading Schedule *Professor reserves the right to change the schedule with prior warning, an updated syllabus will be maintained on Moodle*

UNIT ONE: IDENTITIES

Week One: Introductions and Welcome	August 31st-September 6th
<p>READ:</p> <ul style="list-style-type: none"> • The Syllabus (14 pages) • Adrienne Rich, Claiming an Education (1977) (5 pages) <p>(recommended: How to Read, especially for folks new to college)</p> <p>WATCH:</p> <ul style="list-style-type: none"> • Professor Vooris's Intro Video <p>Optional (AEP):</p> <ul style="list-style-type: none"> • Social Hour with Prof V on Zoom @ 2 pm on Friday, Sept 4th 	<p>Due: Thursday, September 3rd at 11:59 pm</p> <ul style="list-style-type: none"> • Introduce Yourself • Answer Discussion Question
	<p>Due Sunday, September 6th at 11:59 pm</p> <ul style="list-style-type: none"> • Activity of the Week: Concept Map • Respond to 2 Classmates' Posts from Thursday

Week Two: Gender, Sex, and Sexuality	September 7th-13th
<p>READ:</p> <ul style="list-style-type: none"> • The Gender Book (pgs 1-17) (on the web here. You can also download the entire e-book here suggested donation of ~\$15) • Emily Martin's "Egg and Sperm" (6 pgs) • Dean Spade, "Purportedly Gendered Body Parts" (2 pgs) <p>(continues on next page)</p>	<p>Due: Thurs, September 10th</p> <ul style="list-style-type: none"> • Discussion Post
	(seen next page)

<p>WATCH:</p> <ul style="list-style-type: none"> • Gender Reveal Fails Compilation (to 3 min 30) • Fertilization Video (5 mins, 42 seconds) • Prof V's Gender/Sex Lecture <p>Recommended: Trans and Non-Binary Kids' Songs Mix</p>	<p>Due Sunday, September 13th</p> <ul style="list-style-type: none"> • Activity: Create a Gender Model • Respond to 2 classmates' Posts from Thursday
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Week Three: Feminism is For Everybody	September 14th- 20th
<p>READ:</p> <ul style="list-style-type: none"> • Bell hooks, <i>Feminism is For Everybody</i> • Amy Baumgarden, "A Day Without Feminism" • Johnson, Allen, "The Patriarchy" (4 pages) <p>WATCH/LISTEN:</p> <ul style="list-style-type: none"> • Prof V's Lecture <p>Optional (AEP):</p> <ul style="list-style-type: none"> • Attend: Social Hour with Prof V on Zoom Monday, Sept 14th @ 4 pm • Watch: Chimimanda Adichie, "We Should All be Feminists" (30 minutes) 	<p>Due: Thurs. Sept. 17th</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due Sunday, Sept. 20th</p> <ul style="list-style-type: none"> • Activity: Convo about Feminism • Respond to 2 classmates' Thurs posts

Week Four: Histories of Resistance	September 21st-27th
<p>READ:</p> <ul style="list-style-type: none"> • Seneca Falls Convention • Ida B. Wells "The Red Record" • Audre Lorde, Silence Into Action (5 pages) • Mia McKenzie, "Resistance is the Secret of Queer Joy" <p>LISTEN:</p> <ul style="list-style-type: none"> • Podcast: Uncivil Episode: "The Ring" • Prof V's Lecture 	<p>Due: Thurs. September 24th</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due: Sunday, Sept. 27th</p> <ul style="list-style-type: none"> • Activity: History Game • Respond to 2 Classmates' Thurs Post

Week Five: Exploring Intersectionality	September 28th-October 4th
<p>READ:</p> <ul style="list-style-type: none"> • Peggy McIntosh, Unpacking the White Knapsack • Gina Crosley-Corcoran, <u>Explaining White Privilege to a Broke White Person</u> • Gloria Anzaldua, La Conciencia de la Mestiza • Combahee River Collective Statement <p>LISTEN:</p> <ul style="list-style-type: none"> • Prof V's Lecture <p>Optional (AEP):</p> <ul style="list-style-type: none"> • Social Hour with Prof V on Zoom @ 7 pm, Sept 30th • Kimberlee Crenshaw's "The Urgency of Intersectionality" Ted Talk 	<p>Due: Thurs. October 1st</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due: Sunday, October 4th</p> <ul style="list-style-type: none"> • Activity TBA • Respond to 2 classmates' Thurs Post <p>Recommended:</p> <p>Decide on a topic for Media Analysis Essay</p>
Week Six : Epistemologies of Bodies	October 5th-11th
<p>READ:</p> <ul style="list-style-type: none"> • Samantha Kwan, Navigating Public Spaces • Eli Clare, Queerness and Disability Essay <p>LISTEN:</p> <ul style="list-style-type: none"> • Prof V's Lecture • Raising an Intersex Child (NBC) (7 mins) <p>AEP:</p> <ul style="list-style-type: none"> • Dorothy Allison <i>Two or Three Things for Sure</i> (karate section) • Kimberly Dark's "Yoga, Fat and Fitness" 	<p>Due: Thursday, October 8th</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due: Sunday, October 11th</p> <ul style="list-style-type: none"> • Movement Activity • Respond to 2 Classmates' Posts

Week Seven: Media Representations	October 12 th -October 18 th
<p>READ:</p> <ul style="list-style-type: none"> • Ozcan, “Who is a Muslim Woman” (4 pages) • Kameron Hurley, “‘We Have Always Fought’: Challenging the ‘Women, Cattle and Slaves’ Narrative” • Dodai Stewart, “Racist Hunger Game Fans are Disappointed” <p>WATCH:</p> <ul style="list-style-type: none"> • <i>Miss Representation</i> (Kanopy, 1 hr 30 mins. CN: mention of sexual assault, eating disorders, self-harm, suicidal ideation) <p>(No lecture this week, the movie covers a lot of what I would say!)</p> <p>AEP:</p> <ul style="list-style-type: none"> • Laurie Penny, “This is Not the Apocalypse You were Waiting For” • Movies: Disclosure (Netflix); The Mask You Live in (Kanopy) 	<p>Due: Thurs. October 15th</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due: Sunday, October 18th</p> <ul style="list-style-type: none"> • Activity: Write Your Own Story Respond to 2 classmates’ Thurs Post

Week Eight: Rethinking Family	October 19 th -25 th
<p>READ:</p> <ul style="list-style-type: none"> • Rebecca Barrett-Fox “Constraints on Freedom” (4 pages) • Beyondmarriage.org, “Beyond Same-Sex Marriage” (5 pages) • Monisha Das Gupta, “Broken Hearts, Broken Families” (4 pages) <p>LISTEN:</p> <ul style="list-style-type: none"> • Prof V’s Lecture • Song: “Sometimes” by Be Steadwell (3 mins) • This Land “8: The Next Battleground” (CN: family separation) (34 mins, 24 seconds) <p>Optional:</p> <ul style="list-style-type: none"> • Social Hour with Prof V • Caleb Luna, "Romantic Love is Killing Us" • Angela Chen, "How to Build a Three Parent Family" 	<p>Due: Thurs. October 22nd</p> <ul style="list-style-type: none"> • Discussion Post
	<p>Due: Sunday, October 25th</p> <ul style="list-style-type: none"> • Art Collage/Zine Activity • Respond to 2 classmates’ Thurs Post

Week Nine: Reproductive Justice	October 26 th -November 1 st
<p>READ:</p> <ul style="list-style-type: none"> • Kathy E. Ferguson, “Birth Control” (4 pages) • Dykes to Watch Out For (comic, 15 pages) <p>WATCH/LISTEN:</p> <ul style="list-style-type: none"> • Prof Vooris’ Lecture 	<p>Thurs. October 29th</p> <ul style="list-style-type: none"> • NO Discussion Post

Week Eleven: Gender, Sexuality and the Labor Market	November 9th-15th
<p>READ:</p> <ul style="list-style-type: none"> • Marlene Kim, “Policies to End the Wage Gap” (6 pgs) • Brianna Bell, “Can Women Breast-feed and Have a Full-Time Job” (3 pages) • Janet Mock, <i>Redefining Realness</i>, Chapter 15 (CW: description of sex work, robbery at knife point) (18 pages) • Why has Covid Been Especially Harmful to Working Women” (8 pages) (link, also PDF below) <p>WATCH/LISTEN:</p> <ul style="list-style-type: none"> • Prof V’s Lecture <p>AEP:</p> <ul style="list-style-type: none"> • Social Hour with Prof V Date/Time TBA • Podcast Episode of Bad with Money (your choice of episode--the Queer Money one and Amazon ones are great. There is also one about covid and people living on Tribal lands) • Podcast: The Pulse about FOSTA/SESTA 	<p>Due: Thursday, November 12th</p> <ul style="list-style-type: none"> • Discussion Post
	<p>Due: Sunday, November 15th</p> <ul style="list-style-type: none"> • Activity TBA • Respond to 2 Classmates’ Thurs Posts

Week Twelve: Gendered and Sexual Violence	November 16th-November 21st
<p>*Content Note: This week’s reading includes discussions of violence and sexual assault*</p> <p>READ:</p> <ul style="list-style-type: none"> • Striped Leopard, “The Kissing Soldier” (blog, 1 page) • Victoria Banyard et al, “Friends of Survivors” (7 pgs) • Mia McKenzie, “On Rape, Stuebenville and Cages” (5 pgs) 	<p>Due: Thursday, November 19th</p> <ul style="list-style-type: none"> • Discussion Board Post
	<p>Due: Sunday, November 21st</p> <ul style="list-style-type: none"> • Lesson Plan Activity • Respond to 2 Classmates’ Posts

<ul style="list-style-type: none"> Brad Perry, "Hooking Up with Healthy Sexuality" (6 pages) <p>WATCH/LISTEN:</p> <ul style="list-style-type: none"> Interview with Tatyana Fazlalizadeh <p>AEP:</p> <ul style="list-style-type: none"> Dean Spade, Their Laws Will Not Protect You Hannah Gatsby's "Nanette" (on Netflix: feminist comedy skit that deals with homophobia, also sexual violence) 	
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Week Thirteen: Thanksgiving	November 22nd-29th
<p>Recommended: This Land Podcast</p> <p>Recommended: Start Reading <i>The Girl Who Drank the Moon</i></p>	<p>NO POSTS DUE</p> <p>Optional: AEP Self-Care Exercise</p>

Week Fourteen: Fairytale: Witches, Madwomen, and Mothers	November 30th-December 6th
<p>READ:</p> <ul style="list-style-type: none"> Kelly Barnhill, <i>The Girl Who Drank the Moon</i> (whole book!) <p>WATCH/LISTEN:</p> <ul style="list-style-type: none"> Prof V's Book Notes <p>AEP:</p> <ul style="list-style-type: none"> Read: Sam George-Allen, The Feminist Magic of the Older Witch from Yes Magazine 	<p>Due: Thurs, December 3rd</p> <ul style="list-style-type: none"> Discussion Post Due
	<p>Due Sunday, December 6th</p> <ul style="list-style-type: none"> Activity: re-write a fairy tale Respond to 2 Classmates' Posts

Week Fifteen: Feminist Futures	December 7th-December 13th
<p>READ:</p>	<p>Due: Thursday, December 10th</p> <ul style="list-style-type: none"> Discussion Board Post

<ul style="list-style-type: none"> • (reread) Audre Lorde, “Your Silence Will Not Protect You” • Reread Adrienne Rich’s Claiming an Education” <p>LISTEN:</p> <ul style="list-style-type: none"> • Prof V’s Class Wrap-Up 	
	<p>Due: Sunday, December 13th</p> <ul style="list-style-type: none"> • Science Fiction Activity • Respond to 2 Classmates’ Posts <p>(last day to submit discussion posts and responses)</p>

Week 16: EXAMS	December 14th-18th
<p>Learning Analysis</p> <p>DUE: Wednesday, December 16th at 11:59 pm</p>	