



■ SYLLABUS | SPRING 2017 v3

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- ASSIGNMENTS
- DISCUSSION BOARD FB
- APPOINTMENTS
- WST ALUM FB GROUP
- RESOURCES

■ COURSE DESCRIPTION

An overview of women's studies that examines the pervasive and often unacknowledged ways that gender shapes our social institutions, individual knowledge and interpersonal relationships. Includes history, literature and film by and about women. May be used to satisfy general curriculum distribution in social science. This is a writing-intensive class.

■ COURSE OBJECTIVES

This is a themed section of WST 383, in which we will focus on the female body, particularly in relationship to constructs of gender and sexuality, from perspectives of cultural studies and media studies. Upon completion of this course, with respect to this topic, students should be able to:

- demonstrate understanding of terminology associated with this field of study;
- identify and explain ways in which gender and sexuality have been constructed, not only in contemporary western cultures, but also in other cultures and historical periods;
- summarize, analyze, and critically comment on a range of feminist theory and criticism;
- analyze personal experiences in relationship to readings, screenings, and class lessons;
- synthesize theory and personal experience in thoughtful critical writing and oral presentation;
- write critical papers using college-level rhetoric, grammar, and style;
- listen, comprehend, and take accurate notes on oral presentations.

Please see the handout "[How to Read Critically and Respond to Texts.](#)"

NOTE: Because this course is "writing intensive," it focuses on writing process and mastery. Your papers will be marked for grammar, style, and form, as well as content. Please feel free to review the following writing resources and see Saunders Writing Center:

Juliet's Grammar & Style Handouts/Videos

Millennial Speak ([.pdf](#))

Grammar Tips ([.pdf](#) | [videos](#))

Style Tips ([.pdf](#)|[videos](#))

Citing Outside Resources: Juliet's Scoop ([video](#)) | How to ([OWL Lab](#))

Juliet's Proofreading Marks ([.pdf](#) | [video](#))

■ COURSE CONTENT ALERT

In the process of studying representation of the body, students will be exposed to explicit material that might be shocking and even disturbing. Students will be alerted prior to the presentation of graphic depictions and other sensitive content. This material includes (but is not limited to) physical and emotional violence, strong language, sexism, racism, homophobia, extreme nationalism, genocide, pornography, and objectification of the body for profit in advertising and other media. Please remember we are scholars working to understand representation in many forms, and doing so requires a broad viewing experience. Some materials will also include graphic depictions of anatomy, biological functions, body fluids, nudity, and sex acts, as well as representations of a wide range of gender identity and sexual expression.

If you have sensitivities to any of the above content that you believe would prevent you from viewing it or cause you unusual discomfort, please notify me. Also, if at any time during class you feel such discomfort, feel free to leave the classroom. Doing so will communicate a neutral rather than negative message—and you can feel free to talk about your experience afterwards if you wish to.

This course assumes certain political stances about women, gender, and embodiment that some people might find shocking and which might contradict some students' personal ideologies and religious beliefs—for example, it assumes the stance that women are equal to (rather than inferior or subservient to) men, that ethnic minorities are equal to (rather than inferior to) people of dominant ethnicity, and that a wide range of gender identities and sexual expression is normal, healthy and equal to (not secondary to) cisgender identity and heteronormative behavior. If you find that these stances could cause you unusual discomfort, please notify me.

■ CONFIDENTIALITY

During the course of this class, it is possible that people will share very personal information and experiences. It is important to keep your classmates' disclosures confidential outside the classroom unless permission has been granted to share them. In other words, "What happens in the classroom stays in the classroom." This confidentiality does not extend to your professor (anything your professor says or does can be freely discussed anywhere).

■ REQUIRED MATERIALS & LINKS

- Textbook: There is no textbook for this class.
- Course Materials: Links to the course materials can be found in the class schedule at the end of this document (see clickable icons).
- Assignments: See the [assignment sheet](#) here.
- Stapler: Purchase a mini stapler and bring it to class. Papers must be stapled.

■ REQUIRED TECHNOLOGIES

- a computer connected to the Internet
- Word processing software that will create files that can be opened in MS Office or Acrobat. For free open-source software that will create and open Word documents, go to www.openoffice.org. Do not submit files I can't read, such as .pages (which are Mac only).
- You will need [Dropbox](#) or other cloud server (free) to back up all your work. Dropbox is industry standard for file sharing in Communications.

■ GRADING SCALE

95-100	A	Outstanding
90-94	A/B	Excellent
85-90	B	Very Good
80-84	B/C	Good
75-80	C	Average
70-74	C/D	Below Average
60-70	D	Passing
0-59	F	Failure

■ EVALUATION

Participation and Discussion Boards	20%
Papers (formal)	25%
Take-home Test	25%
Final Research Paper and Project Presentation	30%

See [The Assignment Sheet](#) for details about class activities.

NOTE: The grade book automatically weights grades.

[Continued on Next Page: General Class Policies]





Video Version of Class Policies (5 minutes)

▶ [Video Presentation](#): General Class Policies on Communication, Attendance, and Absences



Text Version of Class Policies (below)

Students are required to read or view the videos of class policies on their own. Feel free to ask any questions you might have!

■ OFFICE HOURS

One-on-one student consultations will automatically be scheduled as part of the course. For additional time during office hours, feel free to make an appointment at www.julietdavis.com/appointments.html. I do not hold normal office hours during Thanksgiving week, Spring Break, Summer Break, and finals weeks.

■ COMMUNICATING WITH YOUR PROFESSOR



EMAIL is the quickest way to reach me (Juliet.davis@ut.edu or any of my email addresses).



TEXT (cell: 727-418-8511) or message through Facebook (Juliet Davis) or Google Chat (getjuliet@gmail.com) is the next quickest way.



CALL my cell any time (727-418-8511), but I check voicemail infrequently.



PHONE, SKYPE, GOOGLE HANGOUTS are available by request.

NOTE: In rare cases, U.T. email does not get through. If I do not respond in a timely way to your message, and if you have allowed for reasonable response time, then it is my responsibility (not yours) to respond for resolution of your issue, and you will not be penalized for your issue.

■ CHECK YOUR U.T. EMAIL DAILY (or Forward it to your Regular Email)

Students will be contacted regularly with class updates through their U.T. email addresses, so you will need to check your U.T. email boxes daily and are responsible for all information that is emailed to you. For convenience, you might want to have your U.T. mail forwarded.

■ COMMUNICATE CLEARLY

Please read "[How to Email Your Profs.](#)" I will not open attachments without messages or messages that are illegible. Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. **Include the entire thread** of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name.

■ ATTENDANCE

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

■ LATE WORK & EXCUSED ABSENCES

Unexcused: Late projects and papers will be docked 10 points per class meeting overdue for unexcused absences. Quizzes, tests, and class activities cannot be made up.

Excused: University policy requires that instructors excuse students for the following events and allow students to make up work (some instructors may require documentation, as I do). Contact your instructor as soon as possible about unforeseeable events.

- Court-imposed legal obligations (e.g., jury duty and subpoenas)
- Medical procedure
- Required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations)
- Observation of religious holy days
- Requirements of military service
- Unscheduled absences involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather and other crises.

NOTE: You are responsible for deadlines even if printers or other technologies are malfunctioning so ***please do not wait for the day a project is due to print it out.*** Assignments are due at the *beginning* of class so that we can discuss them during class. If you are late to class, your project will also be considered late.

■ TAKE NOTES IN THIS CLASS

You will need to take careful notes on presentations in this class, even when PowerPoints have extensive text in the “Notes” sections, because:

- The ability to listen actively, translate information into concise notes, and ask relevant questions translates into strong writing skills, test performance, and workplace skills. (See [this peer-reviewed article](#)).
- Research shows that students who take notes (particularly by hand) develop stronger writing skills and perform significantly better on tests that require critical thinking than students who take notes on a laptop (see [this NPR report](#)).
- Taking notes by hand requires cognitive processing that facilitates memorization and analysis rather than passive transcription of everything said.
- You will be able to reference your notes during take-home tests or study your notes for in-class tests.

■ NO UNAUTHORIZED RECORDINGS OR REDISTRIBUTION OF COURSE MATERIALS

Unauthorized recordings of class and redistribution of course materials are prohibited; they include recording any portion of class for social media or other forms of electronic sharing. Recordings that accommodate individual student needs must be approved in advance and are for personal use only.

■ ACADEMIC HONESTY & AVOIDING PLAGIARISM

[Quick Plagiarism Infographic: "Did I Plagiarize?"](#) Original ideas are the foundation of meaningful discussion, critical thinking, creativity and productivity. **I am primarily interested in *your* ideas, even when we read outside resources. Properly citing sources allows us to make distinctions between your ideas and those of others.** By accepting this syllabus, you are agreeing that you have read and understood all information about [The University of Tampa's Academic Integrity Policy](#), including the following parameters: Plagiarism includes not only copying another's words without acknowledging the source but also "using another's ideas, opinions or theories, even if they have been completely paraphrased in one's own words, without acknowledging the source." For information about citing sources and avoiding plagiarism, see the "Academic Resources" at www.julietdavis.com/materials.html. Written work must be submitted solely for this course, and collaboration is only permitted when approved by instructor.

■ CONSEQUENCES

In the event that a student violates the above guidelines for academic integrity, the professor reserves the right to assign whatever grade for the course she deems appropriate, including a grade of F, without regard to the student's accumulated points. Plagiarism (whether intentional or unintentional) will be reported and penalized.

■ LAST DATE FOR ACCEPTING ALL WORK

All work, including any regular work, makeup work, and revision work, must be submitted in the last class meeting before finals week. Regular office hours are not held during finals week.

■ KEEP ALL YOUR WORK

If you are a student in the Communication Department, your degree requirements include a portfolio course in which you will revise coursework to demonstrate senior-level proficiency. Therefore, it's critical that you keep ALL of your coursework during your program.

■ YOUR RESPONSIBILITY TO REPORT GRADE BOOK DISCREPANCIES

If you believe there has been a grade discrepancy, please contact me as soon as it's discovered. Towards the end of finals' week (usually Friday or Saturday), you will receive a message in your U.T. email account asking you to check your final grades in the grade book. At that time, it is your responsibility to review it and report any grade book errors before Sunday at 6:00 p.m. Final grades are submitted to the registrar Sunday night at the end of finals' week.

■ DEVELOPING, SUBMITTING, & BACKING UP YOUR WORK

View [my quick video presentation on backing up your work](#) (it's really important).

■ HELP RESOURCES

Reading Comprehension	Essay Writing	Oral Communication	Tutoring & Testing
Handout: “How to Read Critically and Respond to Texts”	Saunders Writing Center helps students with peer tutoring in writing.	U.T. Center for Public Speaking helps students who need assistance developing and delivering oral presentations.	The Academic Center for Excellence helps students with peer tutoring and testing for disabilities.

I.T. Student Help Desk

The Office of Information Technology (IT) provides a Student Help Desk service to assist students with connecting to the Campus Network, virus protection, spyware removal, file recovery and device drivers. You can contact the Student Help Desk via email at StudentHelp@ut.edu or at (813) 253-6255 or visit [this link for more information](#).

Confidential Help for Personal / Emotional Issues

The university has outstanding resources for students who are experiencing depression, anxiety, mental health issues, substance abuse issues, or any circumstances that might hinder your progress. - The Victim’s Advocacy Hotline: **(813) 257-3900**
- Dickey Health & Wellness Center (wellness@ut.edu) [813.257.1877](tel:813.257.1877)
- Health and Counseling Center (healthcenter@ut.edu) [813.253.6250](tel:813.253.6250)

Reporting Sexualized Violence

Sexualized violence includes sexual assault (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, domestic violence, stalking. You may reach out for confidential help (see info above) or report an incident for investigation by contacting Tim Nelson, Title IX Deputy Coordinator for Students (tnelson@ut.edu) [813.257.3542](tel:813.257.3542) or The Tampa Police Department (813) 231-6130. If you report to your instructor an incident of sexual violence that took place during your time on U.T. campus, the instructor is obligated to report the incident to the Title IX Deputy Coordinator for Students. **Exceptions to this mandatory reporting** include classroom discussions and events intended for public awareness. For more information, see U.T.’s Title IX resources [here](#) and [here](#).

Silent Witness

If you have witnessed a crime on campus, you can contact security or remain anonymous by using the [“Silent Witness” form](#). You can also contact the Tampa Police Department at (813) 231-6130.

Students with Disability

If there is any student who has special needs because of a disability, please go directly to the Academic Success Center in North Walker Hall, Office of Student Disability Services. You may phone 813-257-3266 or email disability.services@ut.edu to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue in private if you need more information.

■ ADVERSE CONDITIONS

In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access www.ut.edu for information about the status of the campus and class meetings. In addition, check Blackboard and your U.T. email.

1 W 1/18

UNIT 1: Whose Body Is It, Anyway?

The female body, as a social and cultural artifact, is shaped by myriad (often conflicting) external demands. David Jacobson even asserts that the role of women and the control of their bodies are primary to world conflict and the clashes of values that stir it. In theocracies of the world, mythologies are driven by religious tenets and histories manifesting patriarchal power. In the western world, myths about the body (even basic female anatomy) are conjured by an overwhelming stream of commercially motivated imagery and politically inspired discourse. There seems to be little appropriate public space for candid, open, informative, empowering dialogue about the body. The goal of this unit is to create such a space.

Assignments Due Today:

- ▶ Read syllabus and read or view video presentation of Class Policies (4 videos @ 5 minutes each)
- f Class Discussion Board (closed FB Group): Join the group, Introduce yourself, and explain what draws you to women’s studies. Optionally post a link to news, media or information of interest.

Class Activities Today:

- ⬇ PPT: Intro to COM 383 | ⬇ Syllabus | a Assignments
 - + Student Introductions: major, interests in the class, preferred pronouns
 - ⬇ “How to Read Critically and Interact with Texts” (PDF)
 - ▶ Screening (Amazon): *The Vagina Monologues*, Eve Ensler (1 hour, 17 minutes)
- NOTE: Free Segments are on YouTube.com (1-10)

Assign groups for next week to summarize and share perspectives on the three readings plus Florida law on sexual assault and California’s “yes means yes”

Optional Additional Resources:

- Boric Acid (Amazon) | Gel Caps (Amazon)
- ⬇ PPT Intro: Women’s Bodies Over Time

SAT 1/21

Women’s March St. Pete: [FB Page for Free Tickets](#)



2 W 1/25














Assignments Due Today:

- + Print out all readings for this class and place them in a binder for partic credit
- ⬇ Read: “Whose Body is It Anyway?” Pamela R. Fletcher (PDF)
- f Discussion Board Due: “Whose Body Is It, Anyway?”
- ⬇ Read: “Manufacturing Consent” by Ben Atherton-Zeman
- ⬇ Read: “The Girl on the Plane” by Mary Gaitskill

Class Activities Today:

-  Laci Green: "Wanta Have Sex?" (About Consent)
-  PPT: Interesting Sex Statistics |  PPT: Sexual Violence Statistics
- Discussion of Readings and Discussion Boards
- Horizontal Violence
-  Screening: *The Hunting Ground*, Kirby Dick (documentary, 1 hr 44 min)

Additional Optional Resources:

-  Title IX Resources
- + Legal Sources:
 - [Florida Law](#) | [Sexual Battery](#) | [Sexual Battery \(Chapter 794\)](#)
 - [Lewd and Lascivious Battery on Minors \(Statute 800.04\)](#)
-  *Oppressed Majority*, Directed by Eleanore Pourriat
-  Lady Gaga: "Til it Happens to You"
-  Steubenville Rape Case |  The Onion and CNN Coverage
-  SpeakYourStory.org
-  www.datingpsychos.com
-  California Enacts the "Yes Means Yes Law"
-  Consent is as Simple as Tea
-  "Sex Consent Forms" Interview ([link](#))
-  Create Your Own Consent Form
-  Human Trafficking Documentary (Tampa Bay)
-  Historical Ref. paragraphs in "Rape: On Coercion and Consent," Catharine MacKinnon (from first 6 pages)

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W 2/1

CLASS WAS CANCELLED

(Instructor Family Emergency)




4

W 2/8





UNIT 2: Cultural Construction and Representation

Conventions of representing women in art, media, and science strongly shape cultural understanding of gender. While Emily Martin examines a history of western representation of women in medical texts, John Berger traces western conventions of "nude" paintings in art history and connects them to present-day advertising practices. Anne Balsamo and Faith Wilding discuss types of body alterations women consider in order to conform to norms of representation, while artist Olan (discussed in Kathy Davis' essay) experiments with radical departure from those norms.

Assignments Due Today:






-  "Naked and Nude," John Berger ([PDF](#))
-  Discussion Board Due: Naked and Nude
-  "Medical Metaphors of Women's Bodies," Emily Martin ([PDF](#))

Class Activities Today:

-  PPT: Medical Metaphors / Naked and Nude | Discussion of Readings
 -  "Hymen 101: You Can't Pop Your Cherry"
 - + Making Boric Acid Capsules [Powder](#) | [Gel Caps](#)
 -  Female Ejaculation ([PDF](#)) |  "Squirting for Dummies" ([PDF](#))
-


5 W 2/15

Assignments Due Today:

-  Discussion Board Due: Naked or Nude (Image Analysis)
-  Reading: King James Bible (or other version):
[II Samuel Chapters 11](#) and [Chapter 12](#)
-  "Did King David Rape Bathsheba? A Case Study in Narrative Theology" by Richard M. Davidson, Andrews University Theological Seminary
-  Viewing: Rembrandt's [Bathsheba Taking a Bath](#) (naked or nude?)
-  "Modesty Is Bullshit," Lindy West ([PDF](#))








Class Activities Today:

- Group 1: Present your images (naked and nude analysis)
- Group 2: Tell the story of David and Bathsheba, based on the reading.
- Group 3: Did King David Rape Bathsheba, according to Richard Davidson? What context does he bring to the story?
- Group 4: Argue Rembrandt's painting as both naked and nude. What are the reasons she could be both?
- Group 5: "Modesty is Bullshit." What are the main points Lindy West makes to support this statement? What are your opinions and rationales for them?






 [Intro to Paper](#)

6 W 2/22



Assignments Due Today:

-  Discussion Board Due: Cosmetic Surgery
-  PDF: "On the Cutting Edge: Cosmetic Surgery and the Technological Production of the Gendered Body," Anne Balsamo
- Optional Viewing:  "Minor" facelift |  Facelift |  Eyelid Surgery Video
-  PDF: "My Body is my Art: Cosmetic Surgery as Feminist Utopia?" Kathy Davis (read pp. 454-455 only)
-  PDF: "Vulvas with a Difference" by Faith Wilding

Class Activities Today:

-  PPT: Presentations: Cosmetic Surgery
 -  PPT: Cultural Practices – Women's Bodies
 -  Labiaplasty surgery (start at 10:50)
 -  PPT: FGM and "Vulvas With a Difference"
 -  PPT: Orlan
- 8:30 GUEST SPEAKER: Arthur Hollist, Assoc. Professor of English & Writing**





Additional Optional Reading

-  [So the Path Does Not Die](#) by Pedo Hollist
 -  Florida Law FGM
-

7 W 3/1

NO CLASS THIS WEEK

Assignments Due Today:

-  Discussion Board Due: Paper Topics
- OPTIONAL: Juliet's "Writing Help" Videos Here:  [PPT](#) |  [Videos](#)
-  TED TALK: "Feminist Porn: Shifting Our Sexual Culture," Olivia Tarplin (I'm asking you to view this video because of the importance of the topic and because it could inspire a midterm paper or final project.)

Material We Missed (just for your reference): Pornography

- 📄 Reading: Excerpt from *Getting Off: Pornography and the End of Masculinity* by Robert Jensen
 - 📄 Reading: Interview with Madison Young, Feminist Independent Pornographer (*Huff Post*)
 - ▶ Screening: *Hot Girls Wanted*, Rashida Jones (Netflix, 82 mm)
 - ▶ TED TALK: “Feminist Porn: Shifting Our Sexual Culture,” Olivia Tarplin
- Guest Speaker: Vanessa (Charli) Solis**
- f Discussion Board: “Pornography”

8 W 3/8

SPRING BREAK – NO CLASSES

9 W 3/15

Unit 3: Gender, Sexuality and Identity Politics

Issues relating to gender and sexuality move far beyond the personal or historical into present public political realms. This unit explores political perspectives on sexuality and gender from a position of advocacy for marginalized populations (as is the convention for women’s studies and cultural studies), though all perspectives on these issues are respected and valuable. As the issue of BDSM (bondage, discipline, sadomasochism) is largely debated in feminist literature, it, too, becomes a topic for exploring the complexities of desire, identity, and consent.

Assignments Due Today:

- Watch video of: Juliet’s Grammar Tips 📄 PDF | ▶ Videos
- Watch video of: Juliet’s Style Tips (“Words to Avoid”) 📄 PDF | ▶ Videos
- Read Millennial Speak: 📄 PDF
- 📄 Complete this worksheet and bring it to class in hard copy with your name at the top.
- 📄 Read PPT: Gender and Sexuality: Terminology
- 🔗 Reading Due: “Bisexuality does not reinforce the gender binary,” Julia Serano
- 🔗 Not Your Mom’s Trans 101

Class Activities Today:

Presenters: Allie Salomon, Salem Wade, Nicole Lampe

- 📄 PPT: Gender and Sexuality: Terminology
- Screening: *If These Walls Could Talk II*
- 📄 PPT: *If These Walls Could Talk II*
- [Distribute Take-home Test in Email](#)

Additional Resources:

- 📄 PPT: Male and Female Anatomy
- 📄 PPT: Birth Control
- 📺 *Vagina Dispatches*
- 1: [The Vulva](#) 2: [Stopping Periods](#) 3: [The Orgasm Gap](#)
- [What You Didn’t Learn in Sex Ed](#)

10 W 3/22

Assignments Due Today:


- a **Paper Due (hard copy stapled + uploaded to Bb)**
- 🔗 Read “Race as a Social Construct,” Anthropology.net (10 min)
- 📄 Reading Due: “Peculiar Benefits,” Roxane Gay
- 📄 Reading Due: “White Privilege,” Peggy McIntosh
- 🔗 Read: “7 Reasons People Argue That Female Privilege Exists—and Why They’re Mistaken”
- f Discussion Board Due: Privilege

Class Activities Today:

 Cameron Russell TED Talk | Discussion: Privilege

 The DNA Journey


Guest Speaker on “Women of Color”: Lucy Sherman


 Video: Raising Ryland

Screening: *Southern Comfort* (Director: Kate Davis)

 Introduce Final Project ([Sign up for time here](#))


Additional Optional Reading / Viewing:

 “Reality TV Show Sends Fashion Bloggers to Work in Cambodian Sweat Shop”


 Viewing Due: Watch one episode or sample clips from from the Reality TV Show *Sweatshop: Deadly Fashion*

SAT 3/25

FIELD TRIP: lakeCOMO

2:30 Meet at Lake Como Naturist Community for FREE Tour 

NOTE: To receive credit for this activity, you must complete the following:

 Discussion Board: “Field Trip: Lake Como”

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W 3/29

GUEST SPEAKERS: “A Thousand Shades of Gray”




Assignments Due Today:

 “BDSM: A Feminist Perspective,” Jennifer Moore ([link](#))

Class Activities Today:

 Review: “BDSM: A Feminist Perspective”

 Reference to Human Sex Map ([link](#))

GUEST SPEAKERS: “Miss Kristy” and Dan; Sylvester and Jennifer

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W 4/5


CONSULTATIONS

No Regular Class—Individual Consultations in My Office

Assignments Due At Meeting ([Sign up for Time](#))

Take-Home Midterm Test Due (hard copy stapled + upload to Bb)


Bring ideas for your final project


 Discussion Board Due: Response to Guest Speakers


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W 4/12

Assignments Due Today:

 Read: *Time Magazine*: “Everything You Need to Know About the Debate Over Transgender People and Bathrooms”

 “When No Gender Fits”

 Read: “5 Ways Cis People Can Help Make Life Safer for Trans Folks”

Class Activities Today:

 TED Talk: *Ending Gender*, by Scott Turner Schofield

GUEST SPEAKERS: To Be Announced

Additional Resources:

- ▶ Transgender Day of Remembrance and Visibility 2015
 - ▶ Audio from *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*, Reprint Edition, by Janet Mock
 - ▶ Caroland Video (post-surgery)
 - 🔗 Trans Action Resource Guide
-

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W 4/19

Assignments Due Today:

- 📄 Read Lindy West's article: "What No One Else Will Tell You About Feminism"
- ▶ Watch this Ted Talk "Confessions of a Bad Feminist" by Roxane Gay
- OR ▶ Listen to audio excerpt from the audio book *Bad Feminist* (Roxane Gay)
- f Discussion Board Due: What Kind of Feminist Are You?

Class Activities Today:

Classroom Survey Completion Receipt Due for Participation (hard copy)

(Bring print-out of receipt of participation—not the survey itself.)

Brief Discussion: "What Kind of Feminist Art You?"

a FINAL PRESENTATIONS ([Sign up for time here](#))

Note: If you are absent during the session in which you are not required to present, 10% will be deducted from your final presentation. Please be respectful to your classmates and learn from their presentations.

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W 4/26

a FINAL PRESENTATIONS ([Sign up for time here](#))

DUE for participation: Classroom Survey Receipt Print-out (not your answers)

Note: If you are absent during the session in which you are not required to present, 10% will be deducted from your final presentation. Please be respectful to your classmates and learn from their presentations.

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W 5/3

a FINAL PRESENTATIONS

Note: If you are absent during the session in which you are not required to present, 10% will be deducted from your final presentation. Please be respectful to your classmates and learn from their presentations.
