

HOW TO DO THINGS WITH FEMINISM

WOS325

llair@wcupa.edu

Location: Main Hall 201

Time: Mon/Wed 3:00p-4:15p

Office Hours: M/W/F 1:00-2:00p

Office: Wayne 732

COURSE DESCRIPTION

This course is an introduction to the study of Women's & Gender studies as an interdisciplinary field. In particular, students will reflect on the academic, professional and community activist dimensions of the field. The course offers an overview of the development of Women's and Gender Studies within the academy and ongoing collaboration with and tensions between academic feminism and feminist activism. Students will become familiar with the methodological and theoretical tools used by feminist researchers and activists use. Beyond feminist methods and theories, students will also become familiar with the professional and academic side of WGS: we will discuss the wide- range of women's and gender-focused journals, professional organizations, and conferences in their sub-fields/disciplines. Finally, the class serves as a speaking workshop, as students work with the instructor and collaboratively to develop speaking skills. Students will develop a plan for, and begin to compile, a portfolio for future career, community activism, and graduate studies. This portfolio will include the creation of working bibliographies of the sub-field-specific knowledge necessary to map out a thesis topic, a resume to reflect skills gained in WGS, the development of campus/community connections, as well as reflections on their own participation on events attended throughout the semester. THROUGHOUT ALL OF THIS WORK, we will use an intersectional feminist framework to think through feminism(s), feminist praxis, and in particular how each of us exist in relationship to power via gender and race. **The ultimate goal is that you will gain the foundation for fostering feminist skills in order to create a more just and equitable society.**

For more information about a major or minor in the Department of Women's and Gender Studies, contact Dr. Joan Woolfrey, Interim Chair of Women's & Gender Studies: jwoolfrey@wcupa.edu.

COURSE GOALS/LEARNING OUTCOMES [I.E., WHAT YOU WILL BE ABLE TO DO AT THE END OF THE SEMESTER]

By the end of the semester, students should be able to:

- Demonstrate understanding of the evolution of North American Women's/Gender Studies scholarship and institutions
- Students will be able to clearly articulate and summarize course readings and concepts to their classmates, identifying ways WGS as an interdisciplinary field has to offer the academy as well as folks well beyond it.
- Analyze the structure of a scholarly article in terms of its argument, use of primary and secondary sources, and intended disciplinary intervention
- Students will become familiar with theories and methods of feminist research
- Students will develop their ability to speak clearly and succinctly about the value of WGS
- Students will be able to identify and communicate to others about important feminist contributions by feminist activists.
- Students will be able to identify tensions in the field, as well as respond to skepticism of WGS as a valuable field of study.
- Use library and internet resources to develop comprehensive, up-to-date bibliographies in their sub-fields
- Work consistently, independently, and professionally

REQUIREMENTS THIS COURSE FULFILLS

This course fulfills *Diverse Communities Requirement [J]*, *Speaking Emphasis Requirements (SE)*, as well as requirements for a major in *Women's & Gender Studies department*.

PEDAGOGICAL APPROACH

This class is predominantly discussion based. I will give lectures to help contextualize some of the readings, but even those lectures will incorporate student participation. I expect you to come to class prepared to discuss the assigned readings and any other materials as they relate to the lectures/discussions. Opinions are important and particularly useful when they engage the readings and lectures/discussions. This is not an easy class. The readings are difficult, and I expect you to grapple with complex ideas that often have no easy answers. Most of the assigned readings and the conversations about them will be controversial. Each of us must engage with the subject matter in a mature and scholarly fashion. In other words, respect your classmates and your professor (me), no matter how passionately you feel about a topic. I do not expect you to like or agree with everything we cover in class. If you do not like or agree with something I do, however, expect you to say so and explain why. In every class you will be encouraged to challenge the material we cover but you must also be willing to let the course challenge you.

REQUIRED TEXTS

Michele Tracy Berger & Cheryl Radeloff, *Transforming Scholarship: Why Women's & Gender Studies Students are Changing the World & Themselves*, New York: Routledge (2011).
Sara Ahmed, *Living a Feminist Life*, Durham, NC: Duke UP (2017).

REQUIREMENTS THIS COURSE FULFILLS

GENERAL EDUCATION COURSE GOALS

General Education Goal	Gen Ed Student Learning Outcome (SLO)	Course Student Learning Outcome (SLO)	Related Assignment(s)
1. <i>Communicate Effectively</i>	<p>a) Express oneself effectively in presentations.</p> <p>b) Revise and improve presentations</p> <p>c) Express oneself effectively in presentations</p> <p>d) Demonstrate comprehension of and ability to explain information and ideas accessed through reading.</p>	<p>a) Students will be able to clearly articulate and summarize course readings and concepts to their classmates, identifying ways WGS as an interdisciplinary field has to offer the academy as well as folks well beyond it.</p> <p>b) Students will develop their ability to speak clearly and succinctly about the value of WGS.</p> <p>c) Students will be able to identify and communicate to others about important feminist contributions by feminist activists.</p> <p>d) Students will be able to identify and articulate main arguments from course readings as well as connect concepts across various readings.</p>	<p>a) Over 40% of their grade is assessed on their ability to effectively communicate their engagement with the readings via in class responses as well as asking meaningful and engaged questions. They will be presenting, revising, and representing a “Why WGS” elevator speech, they will introduce a feminist to the course, and will also be developing their ability to navigate conversations about WGS with folks who are skeptical about this course of study.</p> <p>b) For their elevator speech, they will present, revise, re-present, re-revise, and then finally will record their elevator speech. This can be added to their ePortfolio. It will also be added to the website they create in the course.</p> <p>c) Students will be required to create a concise presentation introducing a feminist activist to the course. They will be required to research this individual and then create a Prezi or power point to facilitate their presentation.</p> <p>d) The reading summaries as well as the bibliographies will demonstrate their ability to identify and articulate main arguments and to make connections among various texts. Their final essay will also serve as an artifact with which to assess this learning outcome.</p>
2. <i>Think Critically and Analytically</i>	<p>a) Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea.</p> <p>b) Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counterarguments.</p> <p>c) Reach sound conclusions based on a logical analysis of evidence.</p>	<p>a) Students will be able to identify and locate relevant scholarship, and they will be guided through the process of researching on library databases.</p> <p>b) Students will analyze scholarly feminist work as it pertains to: WGS as an interdisciplinary field and common topics in the field. Further, they will identify key theorists, tensions, and through-lines related to that topic.</p> <p>c) Students will clearly demonstrate the logic of their choices - how and why they chose to include particular authors or arguments, and how they understand these</p>	<p>a) Their final portfolio (40% of their grade) requires students to identify and utilize relevant evidence to support their argument regarding feminist research and topics.</p> <p>b) Using course materials and scholarship found through research, students will choose a topic and construct an annotated bibliography to do this work. Further, the elevator speech will allow students to demonstrate their ability to argue for the importance, value, and worthiness of WGS as an undergraduate degree. In their feminist killjoy presentations 1 & 2, they will also be able to speak back to skepticism and tension among folks who are unfamiliar with the field.</p> <p>c) Students will, via a final narrative,</p>

		authors and arguments to be connected and how they diverge.	discuss the choices they've made for their bibliography, but also their entire portfolio. This narrative will be used to assess their understanding of feminist scholarship as well as how feminist scholars have utilized an intersectional feminist framework to create effective knowledge for change.
5. Respond thoughtfully to diversity	<p>a) Discuss the historical practices leading to the marginalization of diverse groups.</p> <p>b) Identify and analyze structural inequalities using a recognized theoretical approach.</p>	<p>a) Students will be able to identify how histories of marginalization and oppression have brought us to our current moment where feminist lives continue to be precarious and WGS as an interdisciplinary field has followed suit.</p> <p>b) Students will understand and apply theories of feminist intersectionality regarding systems of privilege and oppression, as they relate to feminist identities and subjectivities.</p>	<p>a) The reading summaries, and in particular the requirement that students make connections among readings, will require students to identify and engage with what the consequences were for being feminist historically and how this has evolved over time—and how existence as feminists both inside and outside of the academy have been mutually beneficial but not without consternation.</p> <p>b) Reading summaries, as well as their final portfolio, will require them to apply an intersectional feminist framework to discuss how identification as feminists and as WGS scholars has material consequences because of the ways in which systems of oppression work. These artifacts will provide students with the opportunity to articulate a long history not only of oppression but also of the contribution of feminist activists and scholars.</p>

DIVERSE COMMUNITIES "J" REQUIREMENTS:

This course fulfills the requirements for a "Diverse Communities" course, or "J" Course. As such, this course is intended to help you achieve Gen Ed goals 1, 2, and 5:

- Part of responding thoughtfully to diversity, as well as understanding varied historical, cultural, and philosophical approaches to queerness is having the ability to Identify *how individuals historically deemed to be feminine have been systematically oppressed* based on their identification as feminine. Feminists are also often dismissed because of an association with femininity and women. Part of this work will be exploring feminists' intervention into diversity work.
- Part of this work is also being able to identify and communicate clearly how *intersectional feminist theory provides a framework with which to understand how this marginalization and oppression occurs*, how it is sustained institutionally and ideologically, as well as how the relationships between individuals and systems of oppression reflect these realities.
- In order to prepare you to respond thoughtfully to all people and communities as WGS scholars, we will discuss how to *approach identities and behaviors that have been historically marginalized through an intersectional feminist lens*, one that requires that we re-value these identities and behaviors, and recognize a long history of feminist scholarship and activism that we can learn from, and how WGS as a field has been central to this work.
- In this vein, I will ask you to *carry out and apply intersectional feminist theoretical lenses to work you do both inside and outside of this course* in ways that challenge us to engage in ways that creates a more just and equitable society.
 - These goals will be assessed via the reading summaries and the entirety of your feminist portfolio

SPEAKING EMPHASIS "SE" REQUIREMENTS:

This course fulfills the requirements for a "speaking emphasis" course, or "SE" Course. As such, this course is intended to help you achieve Gen Ed goals 1 [*communicate effectively*] and 2 [*think critically and analytically*]. Being able to speak to the value of WGS as a field of scholarship, to why you are choosing to study it, and to respond to skepticism are all important skills we want you to develop during your time as West Chester and in this department. Through thoughtful analysis, practice, and revision, you will have the opportunity to create incisive responses to skeptics, articulate why you chose to WGS as a major/minor, as well as leave with an artifact (your recorded elevator speech) on your own website as a way of marketing yourself in the professional world.

- The artifacts related to the SE requirements make up **45%** of your grade:
 - Feminist Killjoy Presentations: 20%
 - Elevator Speech: 15%
 - Leading Discussion: 10%
- As mentioned just above, part of this work is also being able to identify and communicate clearly how *intersectional feminist theory provides a framework with which to understand how this marginalization and oppression occurs*, how it is sustained institutionally and ideologically, as well as how the relationships between individuals and systems of oppression reflect these realities. Knowing and incorporating these perspectives in how you communicate to others about feminist scholarship is critical to growing the field as well as demonstrating to others the skills you gain in courses like this.
- With these things in mind, come prepared to speak in front of me and your peers! We want to support you in this work!

WOMEN'S AND GENDER STUDIES REQUIREMENTS

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

- *Develop your ability to analyze how gender operates historically and in the present.* This course will contribute to this goal through readings that focus on the role of gender, both historically and currently, in regulating identities and limiting individual and group mobility.
- *Develop your ability to apply feminist theories to personal, local, and global contexts.* This course will contribute to this goal through readings and assignments (Reading Summaries and the Final Paper) that consider queerness in personal, local, and global contexts.

SOME BUSINESS ITEMS

ACADEMIC & PERSONAL INTEGRITY

It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Department Undergraduate Handbook, the Undergraduate Catalog, the Ram's Eye View, and the University website at www.wcupa.edu.

STUDENTS WITH DISABILITIES

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University's Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at www.wcupa.edu/ussss/ossd. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

CLASSROOM CIVILITY

Do not be a bigot in my classroom! While the nature of the material covered in this course means we will discuss controversial materials, you do not have license to be insensitive. That said, at some point in time, any one of us might offend someone else in the classroom. 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 (SCCCB here after)

EXCUSED ABSENCES POLICY FOR UNIVERSITY-SANCTIONED EVENTS

Students are advised to carefully read and comply with the excused absences policy, including absences 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.

EXAM MAKE-UP POLICY & NO-GRADE POLICY

Please see me to negotiate any missed exams. If you find yourself unable to complete the course requirements, see me to discuss possible options.

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.

A NOTE ABOUT TITLE IX, SEXUAL HARASSMENT, & SEXUAL VIOLENCE

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. 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 Diversity, Equity, and Inclusion at <https://www.wcupa.edu/admin/diversityEquityInclusion/aboutUs.aspx>.

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.

EARNING YOUR GRADE

GRADING SUMMARY

Showing Up	50pts
Leading Discussion	100pts
Daily Responses	200pts
Feminist Killjoy Presentation	200pts
Portfolio Project	450pts
Total	1000 points

DETAILS

SHOWING UP (50pts):

To earn high participation points, you must be **both** physically and mentally present throughout the class. You must bring readings and note-taking materials. You cannot simply speak once or twice and tune out otherwise. Keep in mind, if you sleep, text, do other work, or are generally not mentally present in class, you are not participating. I have no problems giving a zero to those committing the above-mentioned offenses, even when they attend every class. Come to class prepared to discuss the readings as they relate to the lectures/discussions. Opinions are important when they engage course material. I may call on students to encourage participation. 10 points of this will be earned through your syllabus quiz. 20 will be awarded by week 8, and the other 8 by the end of the semester.

Please Note: I WILL use in-class writing assignments to facilitate and assess participation as well as your ability to apply the theories we are learning to actual situations that arise in the news as we move through the semester.

LEADING DISCUSSION (100pts):

You will choose ONE day to begin our class discussion. For this day you will **complete an extended daily response that you will read and present to the class.** I am also asking that you ask two substantive and engaging questions to begin our class discussion and get things started. Once you've read and responded to questions directly asked of you, you will be expected to help facilitate the discussion. I can jump in to help but will be relying heavily on you. For this extended response, you need to 1) Summarize the main argument of the reading, 2) discuss the evidence used by the author, 3) stake a claim in response to the thesis, and finally 4) ask TWO substantive questions. See the "Leading Discussion" rubric on D2L specific to this assignment for more guidance.

DAILY RESPONSES 200pts (16 total. All are 12.5pts each)

These will be due ten times throughout the semester. The responses will vary in format- sometimes they will be specific questions or prompts I provide, other times your responses will be guided by prompts or reflection guides from the reading. If no specific prompt is given, you will complete a "**QCO**" where you choose a **Q**uote from the reading, write a **C**omment telling me why you chose that quote (was it difficult to understand? did it strike you as important?), and lastly ask at least one engaged **Q**uestion (one that can't be answered by a 'yes' or 'no') about the content you've read. The questions you bring to class will guide our class discussion - be prepared to share your question with the class. **You are required to complete 8 by the end of the first 8 weeks of class.**

FEMINIST KILLJOY PRESENTATIONS (200pts):

These presentations will occur 3 times throughout the semester and will be worth 50 points each. There is a rubric specific for these presentations that will be helpful for more guidance. The first two will be assessed by the "group discussion" rubric, and the third by the Oral Communication Values rubric.

1st and 2nd presentation (100pts total): Responding to Common Dismissals Presentation (50pts, twice = 100pts). For this activity, we will work in groups during class time to practice responding to particular questions that WGS scholars often receive from folks who are skeptical about this field of study. You will workshop responses and then we will practice as a class.

3rd presentation (100pts total): You will **sign up** for a day to present on the second day of class. Each student will be responsible for introducing the class to a feminist author/activist. This presentation will be **no more than 5 minutes**. Be prepared to summarize the person's life and activities, especially those that demonstrate their engagement with and contribution to feminism. PowerPoint or Prezi presentations are required. Be sure to document and give full citations for all sources as the last slide in your presentation. Please use at least **two different sources**.

The presentation itself should grab your audience's attention! Your report should begin with what YOU find to be most interesting about this author. If you're engaged, your audience will be as well. Build your report from there following the steps below:

- a. What was the most interesting thing you learned about this person?
- b. What made this person an important figure in the evolution of feminism?
- c. What kind of theoretical conversations was this person engaging in?
- d. What about your author's positionality - how did this shape their approach?

Also keep the following in mind:

- Make your listeners want to know more.
- Present information clearly and concisely.
- Have references available for all borrowed material.
- Use note cards or typed script and speak loudly and clearly.
- Exhibit enthusiasm and interest in the topic.

PORTFOLIO PROJECT (450pts):

Each student will plan out and begin the creation of a portfolio - this is meant to be a useful tool for you as move through college and into your professional life or graduate career. This project will consist of six pieces:

1. Bibliography Project & Community Connection (100pts)
2. Resume Project (50pts)
3. **Elevator Speech (150 total pts) ← this is the item you can add to your ePortfolio!**
 - a. For this piece, you will present your elevator speech, receive feedback, edit and the present in class again. (50 points both times, for a total of 100). You will receive feedback once more, edit, and then record your speech (worth 50 points). This will then be included on your blog/website. You can also include it in your ePortfolio.
4. Blog/Website Creation (100pts)
5. Concluding Narrative (50pts)

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Excellent
A-	3.67	90-92	
B+	3.33	87-89	Superior
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Average
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Below Average
D	1.00	63-66	
D-	0.67	60-62	
F	0	< 60%	Failing

There are several rubrics [See D2L] and each are used for particular assignments.

The *Oral Communication Values Rubric* will be used for:

- 1) The Elevator Speech (each iteration)
- 2) The Feminist Killjoy Presentation #3 where you research and introduce a feminist activist to the class.

The *Group Discussion Rubric* will be used for:

- 1) The Feminist Killjoy Presentations #1 and #2 when you speak in smaller discussion groups as they practice responding to skepticism

The *Leading Discussion Rubric* will be used for:

- 1) The day you lead discussion in class.

COURSE SCHEDULE
Course Outline/Tentative Schedule:

Week 1:

Mon 1.20: MLK: No Class

Wed 1.22: Introductions

Week 2: TO DO BEFORE THE END OF NEXT WEEK: Exercise on pp74-5. In particular, please meet with one WGS professor that is not me. Ask them some of the questions on pp74-5

Mon 1.27: Syllabus & Course Items ← Read the syllabus and complete the quiz on D2L.
Adrienne Rich, "Claiming an Education"

Wed 1.29: Discuss details of portfolio project. Introductions round 2.

Week 3:

Mon 2.3: *Transforming Scholarship*, Chapter 1, p25-50 [Exercise on pp109]

Wed 2.5: *Transforming Scholarship*, Chapter 1, p51-75 and page 108 about being a good mentee [Short write up of Exercise on pp74-5]

Week 4:

Mon 2.10: *Transforming Scholarship*, Chapter 3 [Exercise on pp145 ← WORTH 20 POINTS]

Wed 2.12: **In-Class Elevator Speeches - First Round**
Research Workshop [please bring laptops]

Week 5:

Mon 2.17: *Living a Feminist Life [LAFL]*, Introduction [QCQ]

Wed 2.19: *LAFL*, Chapter 1 [QCQ]

Week 6:

Mon 2.24: *LAFL*, Chapter 2 [QCQ]

Wed 2.26: *LAFL*, Chapter 3 [QCQ]

Week 7:

Mon 3.2: Greenawald, "[Why You Need a Personal Website](#)"
Osworth, "[Choose a Website Builder](#)"
Greenawald, "[6 Things To Put on your Personal Website](#)"
In-Class Workshop: Website Construction

Wed 3.4: **In-Class Elevator Speeches - Second Round**
No Reading for Class: Work on Bibliography

Week 8:

NO CLASS Spring Break

Week 9:

Mon 3.16: **In Class: Feminist Killjoy Presentation #1.** Revisit Chapter 3 from *Transforming Scholarship*

LAFL, Chapter 4 [QCQ]

Wed 3.18: LAFL, Chapter 5 [QCQ]

Week 10:

Mon 3.23: LAFL, Chapter 6 [QCQ]

DUE: Final Bibliography

Wed 3.25: *Transforming Scholarship*, Chapter 4 [Exercise on pp174-5]

Week 11:

Mon 3.30: Fabello, "[So You Want a Feminist Job](#)"

Shaw, [Words of Advice](#)

In-Class Workshop: Resume Building

Wed 4.1: LAFL, Chapter 7 [QCQ]

Week 12:

Mon 4.6: LAFL, Chapter 8 [QCQ]

Wed 4.8: LAFL, Chapter 9 [QCQ]

Week 13:

Mon 4.13: *Transforming Scholarship*, Chapter 6 [Exercise on pp261]

Wed 4.15: In-Class Workshop: Website

Due: Video Version of Final Elevator Speech

Week 14:

Mon 4.20: LAFL, Conclusion 1 [Write your own Killjoy Survival Kit, with at least 2 things in each category. Write a brief summary of why you included the things you did.]

Wed 4.22: LAFL, Conclusion 2 [QCQ]

Week 15:

Mon 4.27: **In Class: Feminist Killjoy Presentation #2.** Revisit Chapter 3 from *Transforming Scholarship* *Transforming Scholarship*, pp90-99; 109-111 [Revisit the response you wrote from pp109. Has anything changed since the beginning of the semester?]

Wed 4.29: Ross, "[I'm a Black Feminist. I Think Call-Out Culture is Toxic.](#)"
Filipovic, "[The Tragic Irony of Feminists Trashing Each Other](#)"
Friedman, [Disapproval Matrix](#)
[QCQ]

Week 16:

Mon 5.4: Potluck & Wrap-up