

University of Pittsburgh
GSWS 0100-1030: Introduction to Gender, Sexuality, and Women's Studies (W)
Spring 2016

Gail Wolfe

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Meeting time: Monday and Wednesday, 4:30 – 5:45PM

Location of course: 402 Cathedral of Learning

Office hours: Monday 3:00 – 4:15PM and Thursday 4:30 – 5:45PM

Required Texts

Women's Voices, Feminist Visions: Classic and Contemporary Readings, 6th edition, edited by Susan M. Shaw and Janet Lee (available at the Pitt University Store)

We will supplement the reader with a variety of essays, book chapters, news articles, TED talks, etc. These materials are available via CourseWeb.

Course Description

This introductory course is designed to acquaint students with the major concepts and issues in gender, sexuality, and women's studies. We will read contemporary and classic texts from a variety of disciplinary perspectives to explore a range of topics, including women's and LGBTQ activism in the United States, key theoretical concepts (e.g., sex, gender, sexuality, performativity, intersectionality, feminisms, oppression, privilege, essentialism, social construction, queering categories of difference, etc.), representations of identity in popular culture, health and reproductive justice, the division of labor in the home and workplace, gendered violence, etc. Taken together, these topics will allow for critical examination of how gender and sexuality – in dynamic interaction with other socially constituted markers of difference – give form and meaning to our embodied experiences and sense of ourselves, shape our ideas about and interactions with others, and serve as structuring principles of social organization. In fulfillment of the University of Pittsburgh's writing requirement, this writing-intensive course will also support students' development as academic writers through sustained focus on writing as craft, process, and product. In addition, GSWS 0100 qualifies as a social science course within the university's general education framework.

Course Objectives

By the end of the semester, students will:

- demonstrate an introductory understanding of the field of gender, sexuality, and women's studies, and utilize a range of interdisciplinary tools and methods for understanding and analyzing sex, gender, and sexuality in culture.
- develop a rich comprehension of both feminist and queer approaches to the social and cultural construction of gender, sex, and sexuality.
- construct and enhance a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social, cultural, and biological categories, including but not limited to sex, race, ethnicity, class, nationality, sexuality, ability, and age.
- cultivate a language framework for thoughtfully articulating the critical vocabulary in the field of gender, sexuality and women's studies.

- improve reading and writing skills through effective synthesis of written material, and subsequently, the ability to convey course concepts in a concise and clear manner both verbally and in writing.
- develop a skillset to think critically and thoughtfully about the self and others through a deepened understanding of how social, cultural, and biological categories shape our lives, and our understandings of the world.

Course Requirements

Attendance (50 points)

Introduction to Gender, Sexuality, and Women's Studies is a discussion-oriented course. Therefore, your presence is crucial. Each student will begin the term with 50 possible attendance points. You will not incur any penalty for your first two absences. After two absences, you will lose 10 points per additional absence. (For the purposes of your attendance grade, I will not distinguish between excused and unexcused absences.) Missing more than eight of the twenty-eight class meetings is grounds for a failing grade. If issues come up that interfere with your ability to attend class, it is your responsibility to let me know.

Preparation and Participation (200 points)

Preparation and participation are equally vital to the success of the course. In order to be active and thoughtful participants, you must prepare for class by carefully reading the assigned materials. In addition, you are required to bring the assigned readings to class. I expect students to come to each and every class meeting ready to reflect on, discuss, and write about the topic(s) under consideration.

Your preparation and participation grade is comprised of two components:

- a holistic appraisal of the quantity and quality of your contributions to classroom discussions and activities (125 points)
- your performance on in-class writing exercises (75 points)

Over the course of the semester, students will complete four in-class writing exercises. These exercises are designed to sharpen students' writing skills and promote their engagement with course concepts and texts. Each exercise will be worth 25 points. Students will be permitted to drop the lowest of their four scores. These exercises will NOT be announced in advance and CANNOT be made up.

Note on Classroom Conduct

Our classroom will be a space where we explore a variety of issues related to identity. My goal is for everyone to feel comfortable exploring their emerging understanding of the themes and concepts at issue in the course. In order to promote this environment, it is critical that each of us commits to active listening and thoughtful engagement with others' contributions. We must also commit to cultivating and maintaining an atmosphere of mutual respect and civility, particularly when we disagree. Let's begin the semester with the recognition that each of us is uniquely positioned vis-à-vis categories of identity like gender, sexuality, race, ethnicity, nationality, class, ability, age, etc. Our unique positioning means that we all have valuable insights to share and that we'll learn best when we approach course texts, discussions, and one another with openness. Texting, checking Facebook, and/or surfing the net during class are strictly incompatible with thoughtful participation in the classroom community.

Note on Gender-Inclusive and Non-Sexist Language

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

[These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>. For additional information please visit the Gender, Sexuality, and Women's Studies Program: <http://www.gswstudies.pitt.edu/>]

GSWS Event Attendance and Response Papers (75 points x 2 =150 points)

Students are required to attend TWO campus and/or community events that address gender and/or sexuality. As a follow-up to each event, students will submit a short response paper (2–2.5 pages, double-spaced, 12 pt. font). In the paper, your task is to summarize the content of the event AND demonstrate your active engagement with the issues that it raises. Response papers can include personal reactions but must also draw on course concepts and readings to make sense of the substantive content of the event. There is a calendar of eligible events in the syllabus and on CourseWeb. I will update the calendar on CourseWeb and alert students to upcoming events throughout the semester. The first response paper must be submitted via CourseWeb by 5PM on Friday, March 4th (i.e. before spring recess). The second response paper is due via CourseWeb before class on Wednesday, April 6th. Further details about the response papers will be distributed in class.

Analysis Papers (300 points)

- Analysis paper 1: 50 points for first draft + 100 points for revised version
- Analysis paper 2: 150 points

During the first twelve weeks of the semester, you will write two analysis papers (4-5 pages each, double-spaced, 12 pt. font). The purpose of the analysis papers is to give you the opportunity to use course concepts to craft an argument in response to an essay prompt. The prompts will be designed to assess your engagement with and understanding of course texts and discussions. You will receive the first prompt in class on Monday, February 8th. The first draft of analysis paper 1 must be submitted via CourseWeb by noon on Monday, February 15th. A revised version of the first analysis paper must be submitted via CourseWeb by noon on Monday, February 29th. You will receive the second prompt in class on Wednesday, March 16th. The second analysis paper must be submitted via CourseWeb by noon on Wednesday, March 23rd. Further details about the analysis papers will be distributed in class.

Interview Paper (200 points)

[75 points for first draft; 125 points for revised and expanded version]

One of the central goals of this course is to make the familiar strange by providing you with a new set of conceptual lenses through which to view and evaluate your experiences and the world around you. To put course concepts and ideas to work, you will interview an older person in your life about how gender and/or sexuality – in conjunction with race, ethnicity, nationality, class, ability, age, etc. – have shaped this person’s sense of self and their opportunities. In writing the paper, your aim will be twofold: (1) to identify and describe two or three defining moments in your interviewee’s life, and (2) to deploy relevant concepts drawn from course texts and discussions in order to make sense of the dynamics of gender and/or sexuality at play in these moments. The paper must be 7-8 pages (double-spaced, 12 pt. font). A first, abbreviated draft (3.5-4 pages, double-spaced, 12 pt. font) must be submitted via CourseWeb by noon on Wednesday, April 13th. The final (revised and expanded) version of the paper must be submitted via CourseWeb by 5PM on Friday, April 29th. Further details about the paper, including tips for conducting an interview and sample interview questions, will be distributed in class.

End-of-Semester Reflection (100 points)

During the final week of the semester, you will write a 3-4 page paper (double-spaced, 12 pt. font) in which you reflect on what you’ve learned in the course, how you envision applying insights from gender, sexuality, and women’s studies to your academic discipline and/or other aspects of your life, and how you’ve developed as an academic writer. The paper must be submitted via CourseWeb by noon on Wednesday, April 20th (i.e. the final day of class). Further details about this assignment will be distributed in class.

Important note: Deadlines for written work will be strictly enforced. I will deduct 15% of the assignment’s point value per day for late work. Students will receive ZERO CREDIT for assignments that are not submitted within a week of the deadline. If issues arise that interfere with your ability to meet deadlines, it is your responsibility to bring these issues to my attention in a timely and appropriate manner (i.e. in advance of the deadline and in person).

Grade Breakdown

Categories	Points possible	Points earned
Attendance	50	
Preparation + participation	125	
In-class writing exercises (top 3 scores)	75	
Event response paper 1	75	
Event response paper 2	75	
Analysis paper 1 (draft)	50	
Analysis paper 1 (revised)	100	
Analysis paper 2	150	
Interview paper (draft)	75	
Interview paper (revised and expanded)	125	
End-of-semester reflection	100	
Total	1000	

Grading Scale: Students may earn up to 1000 points over the course of the semester. The correspondence between points earned and letter grades is as follows:

A+ ≥970 points	B- = 800 – 829 points	D = 630 – 669 points
A = 930 - 969 points	C+ = 770 – 799 points	D- = 600 – 629 points
A- = 900 – 929 points	C = 730 – 769 points	F ≤ 599 points
B+ = 870 – 899 points	C- = 700 – 729 points	
B = 830 – 869 points	D+ = 670 – 699 points	

University of Pittsburgh Policies and Standards

Academic Integrity

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed. View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.

Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Copyright Notice

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

E-mail

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit**

Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

Disability Resource Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. For more information, visit www.studentaffairs.pitt.edu/drsabout.

Course Calendar

NOTE: Students are expected to complete the readings listed for each class **in advance of the class meeting**. I reserve the right to modify the course calendar as the semester proceeds. All changes will be announced in class and posted on CourseWeb.

Week 1

Wednesday, January 6th

Setting the Stage: Welcome to GSWS 0100!

Week 2

Monday, January 11th

Topic: Introduction to feminism(s) and gender, sexuality, and women's studies

Readings:

WVFFV pp. 1-27 (introduction to chapter 1)

"Emerging as a Critical Thinker and Academic Writer" (cw)

Wednesday, January 13th

Topic: Perspectives on feminism(s) and gender, sexuality, and women's studies

Readings:

"Claiming an Education," Adrienne Rich (*WVFFV* pp. 28-30)

"A Day Without Feminism," Jennifer Baumgardner and Amy Richards (*WVFFV* pp. 34-37)

"Feminist Politics," bell hooks (*WVFFV* pp. 37-39)

"Still Needing the F Word," Anna Quindlen (*WVFFV* pp. 46-47)

Week 3

Monday, January 18th

No class – University observance of Martin Luther King, Jr. Day

Wednesday, January 20th

Topic: Examining Systems of Privilege and Inequality

Reading:

WVFFV pp. 49-71 (introduction to chapter 2)

Week 4

Monday, January 25th

Topic: Theorizing Oppression and Intersectionality

Readings:

"Oppression," Marilyn Frye (cw)

“Intersectionality,” Vivian M. May (*WVFFV* pp. 79-85)
“Toward a New Vision,” Patricia Hill Collins (*WVFFV* pp. 72-79)
“There is No Hierarchy of Oppression,” Audre Lorde (*WVFFV* pp. 85-86)

Wednesday, January 27th

Topic: Analyzing Privilege and Class

Readings:

“White Privilege and Male Privilege,” Peggy McIntosh (*WVFFV* pp. 86-93)
“Cisgender Privilege,” Evin Taylor (*WVFFV* pp. 93-95)
“Opening Pandora’s Box: Adding Classism to the Agenda,” Felice Yeskel (*WVFFV* pp. 95-100)

Thursday, January 28th, 4:00 – 5:15PM, 602 Cathedral of Learning

Lecture by Patricia Ulbrich (GSWS Visiting Scholar, University of Pittsburgh): “Hard hatted women & wild sisters: Lesbian organizations in Pittsburgh women’s movement community”

Week 5

Monday, February 1st

Topic: Conceptualizing Identities as Socially Constructed

Readings:

“The Social Construction of Gender,” Judith Lorber (*WVFFV* pp. 141-144)
Excerpt from Susan Wendell’s book *The Rejected Body: Feminist Philosophical Reflections on Disability* (cw)

Wednesday, February 3rd

Topic: Learning Gender

Readings:

WVFFV pp. 116-135 (introduction to chapter 3)
“Unruly Bodies: Intersex Variations of Sex Development,” Sharon Preves (cw)
[Additional resource: “An Introduction to Transgender Terms and Concepts,” Susan Stryker (cw)]

Friday, February 5th, 3:00 – 4:30PM, William Pitt Union, Lower Lounge

Lecture by Prof. Susan Wells (Department of English, Temple University): “In search of the clitoris”

Week 6

Monday, February 8th

Topic: Masculinities

Readings:

“The ‘Act Like a Man’ Box,” Paul Kivel (cw)
Excerpt from Todd Reeser’s book *Masculinities in Theory: An Introduction* (cw)
“Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity,” Michael Kimmel (cw)

Today in class, I will announce the prompt for the first analysis paper.

Wednesday, February 10th

Topic: Exploring the Identity-Making Function of Schools

Readings:

“Becoming a Gendered Body: Practices of Preschools,” Karin A. Martin (cw)

“Bodies and Bathrooms,” Dan Frosch (*WVFFV* pp. 245-246)
We’ll devote part of this class meeting to discussing strategies for writing the first analysis paper.

Week 7

Monday, February 15th

Topic: Exploring the Identity-Making Function of Schools

Readings:

Excerpts from C.J Pascoe’s book *Dude, You’re a Fag: Masculinity and Sexuality in High School* (cw)

GLSEN: The 2013 National School Climate Survey (cw)

Noon deadline for submitting first draft of analysis paper 1 via CourseWeb

Wednesday, February 17th

Topic: Inscribing Gender on the Body

Reading:

WVFFV pp. 181-204 (introduction to chapter 4)

Thursday, February 18th, 4:00 – 5:30PM, 401 Cathedral of Learning

Lecture by Prof. and GSWS Faculty Fellow Gabriella Lukacs (Department of Anthropology, University of Pittsburgh): “Career porn: Blogging and the good life”

Week 8

Monday, February 22nd

Topic: Wearing Gender – Clothing and Fashion

Readings:

“The Exquisite Slave: The Role of Clothes in the Making of the Victorian Woman,” Helene E. Roberts (cw)

“Breast Buds and the ‘Training’ Bra,” Joan Jacobs Brumberg (*WVFFV* pp. 205-209)

“If the Clothes Fit: A Feminist Take on Fashion,” Minh-Ha T. Pham (*WVFFV* pp. 247-248)

Tuesday, February 23rd, Chatham University (time and location TBA)

Lecture by Jenny Nordberg (author and journalist): “The underground girls of Kabul: One woman’s search for a hidden resistance in Afghanistan”

Wednesday, February 24th

Topic: Gender and Embodiment

Readings:

“If Men Could Menstruate,” Gloria Steinem (*WVFFV* pp. 209-210)

“Hold That Nose,” Lisa Miya-Jervis (*WVFFV* pp. 231-233)

“Beating Anorexia and Gaining Feminism,” Marni Grossman (*WVFFV* pp. 211-213)

“Is Fat a Feminist Issue? Exploring the Gendered Nature of Weight Bias,” Janna L. Fikkan and Esther D. Rothblum (*WVFFV* pp. 233-245)

Today in class, we will also talk about strategies for revisiting and revising written work.

Thursday, February 25th, 4:00 – 5:30PM, 1228 Cathedral of Learning

Lecture by Prof. Sara Goodkind (School of Social Work, Department of Sociology, and GSWS Program, University of Pittsburgh): “Are my pants lowering your test scores? Blaming girls for challenges facing boys”

Week 9

Monday, February 29th

Topic: Media and Culture

Reading:

WVFW pp. 250-275 (introduction to chapter 5)

Noon deadline for submitting revised version of analysis paper 1 via CourseWeb

Monday, February 29th, 6:00 – 7:30PM, 602 Cathedral of Learning

Lecture by Prof. Kale Fajardo (American Studies and Asian American Studies, University of Minnesota): “Queer/Asian Filipinos in Oregon: A trans*colonial approach”

Tuesday, March 1st, Chatham University (time and location TBA)

Lecture by national recipient of the Hollander Award for Women’s Leadership (awarded by the Pennsylvania Center for Women & Politics)

Wednesday, March 2nd

Topic: Media and Culture

Readings:

“Enlightened Sexism,” Susan Douglas (*WVFW* pp. 283-287)

“Vampires and Vixens,” Alison Happel and Jennifer Esposito (*WVFW* pp. 288-293)

“Hollywood, You’re Halfway There with Trans Representation,” Raquel Willis (cw)

“Video Games and Machine Dreams of Domination,” John Sanbonmatsu (cw)

Friday, March 4th at 5PM: Deadline for submitting first event response paper via CourseWeb

Week 10

No classes – Spring Recess

Week 11

Monday, March 14th

Topic: Sex, Power, and Intimacy

Readings:

WVFW pp. 313-333 (introduction to chapter 6)

“The Cult of Virginity,” Jessica Valenti (*WVFW* pp. 334-338)

Wednesday, March 16th

Topic: Sex, Power, and Intimacy

Readings:

“New Orientations: Asexuality,” Karli June Cerankowski and Megan Milks (*WVFW* pp. 348-354)

“Dismantling Hierarchy, Queering Society,” Andrea Smith (*WVFW* pp. 354-356)

“Queering Black Female Heterosexuality,” Kimberly Springer (*WVFW* pp. 356-360)

Today in class, I will announce the prompt for the second analysis paper.

Week 12

Monday, March 21st

Topic: Health and Reproductive Justice

Reading:

WVFW pp. 362-394 (introduction to chapter 7)

We'll devote part of this class meeting to discussing strategies for writing the second analysis paper.

Monday, March 21st, 4:00 – 5:30PM, 1228 Cathedral of Learning

Lecture by Prof. Deborah A. Harris (Department of Sociology, Texas State University):
"Taking the heat: Women chefs and gender inequality in the professional kitchen"

Wednesday, March 23rd

Topic: Health and Reproductive Justice

Readings:

"How Doctors Take Women's Pain Less Seriously," Joe Fassler (*The Atlantic*, 15 October 2015) (cw)

"Rethinking Radical Politics in the Context of Assisted Reproductive Technology," Jennifer Parks (*WVFFV* pp. 407-413)

SisterSong statement on reproductive justice (cw)

Noon deadline for submitting analysis paper 2 via CourseWeb

Week 13

Monday, March 28th

Topic: Family Systems, Family Lives

Reading:

WVFFV pp. 433-451 (introduction to chapter 8)

Today in class, we'll also talk about the interview paper and I'll give you sample interview questions and tips for conducting an interview.

Wednesday, March 30th

Topic: Family Systems, Family Lives

Readings:

"Marriage Equality: Three Essays" (*WVFFV* pp. 459-464)

"Singled Out," Tamara Winfrey Harris (*WVFFV* pp. 464-466)

"Lullabies Behind Bars," Beth Schwartzapfel (*WVFFV* pp. 466-467)

"Too Poor to Parent?" Gaylynn Burroughs (*WVFFV* pp. 617-619)

Friday, April 1st, Chatham University (time and location TBA)

Performance by Megan Falley and Olivia Gatwood (spoken word poets): "Speak like a girl"

Saturday, April 2nd, 9:00AM – 7:00PM (schedule and details TBA): Undergraduate conference on gender and the body at the University of Pittsburgh, including:

- Keynote address by Kate Bornstein (American author, playwright, performance artist, and transgender trailblazer): 5:30 – 7:00PM, 120 David Lawrence Hall Auditorium

Week 14

Monday, April 4th

Topic: Work Inside and Outside the Home

Reading:

WVFFV pp. 470-499 (introduction to chapter 9)

Wednesday, April 6th

Topic: Work Inside and Outside the Home

Readings:

“Will Marriage Equality Lead to Equal Sharing of Housework?” Terrance Heath (*WVFW* pp. 500-503)

“Color Me Nontoxic,” Momo Chang (*WVFW* pp. 522-523)

“Virtuous Valentine? Think Again,” Hannah Levintova (*WVFW* pp. 524-525)

“Women’s Unequal Lot,” *New York Times*, 12 April 2014 **OR** “Pay Gap is Because of Gender, Not Jobs,” *New York Times*, 23 April 2014 (cw)

Before today’s class, be sure to submit your second event response paper via CourseWeb.

Week 15

Monday, April 11th

Topic: Resisting Gender Violence

Reading:

WVFW pp. 537-564 (introduction to chapter 10)

Monday, April 11th, Chatham University (time and location TBA)

Elsie Hillman Chair in Women and Politics: Lecture by Donna Brazile (political analyst and author) and Mary Matalin (political consultant)

Wednesday, April 13th

Topic: Resisting Gender Violence

Readings:

“How Some Men Harass Women Online and What Other Men Can Do to Stop It,” Ben Atherton-Zeman (*WVFW* pp. 574-576)

“Anti-LGBT Violence: Three Essays” (*WVFW* pp. 577-581)

“Young Women, Drinking and Rape” (cw)

[Read all six contributions to this *New York Times* “Room for Debate” feature.]

Noon deadline for submitting abbreviated draft of interview paper via CourseWeb

Week 16

Monday, April 18th

Topic: Activism, Change, and Feminist Futures

Reading:

WVFW pp. 692-714 (introduction to chapter 13)

We’ll devote part of this class meeting to discussing strategies for revising and expanding your interview paper drafts.

Wednesday, April 20th

Topic: Activism, Change, and Feminist Futures

Readings:

“Feminist Men,” Byron Hurt (*WVFW* pp. 715-717)

“Fear of Feminism: Why Young Women Get the Willies,” Lisa Marie Hogeland (*WVFW* pp. 717-720)

“What Pussy Riot Taught the World,” Michael Petrou (*WVFW* pp. 723-724)

“We Are the Ones We’ve Been Waiting For,” Moya Bailey and Alexis Pauline Gumbs (*WVFW* pp. 724-726)

Noon deadline for submitting end-of-semester reflection via CourseWeb

Friday, April 29th at 5PM: Deadline for submitting final (revised and expanded) version of interview paper via CourseWeb