

PCON/WMST 260: Gender in War and Peace (Spring 2017)

Professor: Susan Thomson (sthomson@colgate.edu) **Office:** Alumni 223

Class schedule: Tuesday and Thursday, 2:45 to 4pm, Alumni 431

Office Hours: Tues and Thurs, 4:15 to 5:30pm, and by appointment on T/Th only.

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This course aims to make feminist sense of contemporary wars and conflicts. It analyzes intersections between gender, race, class, and ethnicity in national conflicts. The class traces the gendered processes of defining citizenship, national identity and security, and examines the role of the military in the construction of femininity and masculinity. One of the most prominent social constructions of gender is that of the male provider/warrior and the female caregiver/peacemaker. The making of war depends in large part on the maintenance of this simplistic conceptualization. In addition, the inequalities and power imbalances that lead to situations of conflict, at both macro and micro levels, reflect and reinforce the structural and discursive inequality between men and women. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global activists and theorists.

Our course is reading and reflection-heavy. Such an approach requires sensitivity, dialogue, and focus when it comes to reading and listening to individual experiences with gender, masculinities and militarization—in- and out- of the classroom. Finally, this course will require an ability to see the world through a gendered lens, and to link “the personal” with “the political.” In exchange for your time, focus, and participation, this course promises to open your eyes and shift your perspectives in new ways. If you are not ready for a semester of personal growth, this course might not be for you.

PCON/WMST 260 *fulfills Colgate University's Global Engagements requirement* in that it addresses war and peace, and their related global, international, national and local phenomena through a gendered lens. It draws on feminist interpretations of war and peace as both transnational and localized phenomena to understand and explain individual experiences of war and peace.

Objectives: By the end of the course, you will be able to:

- 1) Be able to understand and assess different theories of gender and the relations and distinctions between sex and gender, masculinity and femininity.
- 2) Be able to understand and assess the contributions of feminist theorists to the explanatory and normative judgment of war and peace;
- 3) Be able to apply theoretical understanding to the judgment of empirical cases, and apply the personal to the political.
- 4) Apply critical reading and writing skills, both in written and visual formats.

Required Reading: There are two required books, which are available for purchase at the Colgate Bookstore. All others readings are available via Moodle.

Mohan, Rohini (2014). *The Seasons of Trouble: Life Amid the Ruins of Sri Lanka's Civil War*. London: Verso.

Rausch, Colette (2015). *Speaking Their Peace: Personal Stories from the Frontlines of War and Peace*. Berkeley, CA: Roaring Forties Press.

Course Components: Your final grade will be based on points earned in five different course

components. This allows you the most flexibility to achieve the best grade possible. This is a rigorous course and doing well means that you must excel in all assigned components. A point total of 270 will earn an ‘A’ for the course, per the scale of 300 below. Since class meetings are dedicated to discussion, lectures, group activities, multi-media, and student presentations, full attendance is essential. Missing more than two classes, whether excused or not, will reduce your grade (religious holidays and “life events” are always excused with documentation). Please come see me, during office hours or by appointment as often as you need for support, clarification or guidance.

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| 1. ‘A Day in Life’ Research Paper: | 120 points (GE) |
| 2. Weekly Reading Response using Lucid (02/24-04/21): | 80 points |
| 3. Participation, including film screenings: | 50 points |
| 4. Praxis Journal: | 30 points |
| 5. Final Scheduled Exam: | 20 points |

Rough grading scale, curved to your benefit: Above 301-310: **A+**; 300-295: **A**; 294-270: **A-** 269-250: **B+**; 249-226: **B**; 225-196: **B-**; 195-181: **C+**; 180-161: **C**; 160-141: **C-**; 140-110: **D**.

1. ‘A Day in the Life’ Research Project (GE Assignment): This project is designed to improve your research skills and allow you to demonstrate your knowledge of gendered individual experiences of war or peace through international, national and local lenses. Through analysis of the macro-, meso- and micro-power structures in which your individual is caught up, your ‘A Day in the Life’ paper will identify and analyze the various gendered militarized, patriarchal, institutional and cultural processes that women experience. When thinking of how to approach your research topic, consider the various gendered forms of intersectional analysis introduced in class (race, education, political affiliation, social location/subject position, economic class, language, urban or rural, experiences of violence (if any), age, gender including household and community division of labor, occupation, and family and kinship ties). Examples from previous classes are available online: <https://colgatepconwmst260.wordpress.com/2015/05/22/hello-world/>. You can also choose to post your assignment online once the grading period has ended.

A good example of ‘day in life’ type writing can be found in an interactive feature story in *The New York Times*. It followed three children through their journey of migration to Europe: http://www.nytimes.com/2015/11/08/magazine/the-displaced-introduction.html?hp&action=click&pgtype=Homepage&module=photo-spot-region®ion=top-news&WT.nav=top-news&_r=1

Or this from The Guardian: http://www.theguardian.com/world/ng-interactive/2015/nov/11/a-perilous-journey-khalids-story-syrian-refugee?CMP=tw_t_gu

Your task is to write a maximum 3000-word research paper describing a day in the life of a person you create from a particular time period or event, or someone you actually know. We will write “day in the life of” paragraphs in class to help you prepare your complete assignment as the narrative format is different than traditional academic writing. We will see examples of this kind of writing in our analysis of *Seasons of Trouble*, the individual voices from *Speaking Their Peace*, and the films in our mandatory series.

Perhaps you want to study the life of sex worker in the military. Your topic needs to get started in declaring a topic statement, such as “I want to study the process in which the American military contracted with the Korean military to provide comfort women to sexually service American Marines stationed across military bases in Korea.” To write about this process requires an

understanding of the process in which American military leaders established bases in Korea, and why military and political leaders in both countries deem having a prostitution network made up of only local Korean women adjacent to American military bases as important for troop morale (which troops, why?). It also requires consideration of the local social, economic and other local factors make prostitution a viable form of employment for some Korean women and girls. Consider also whether there is social or other forms of stigma attached to the women who sexually service the troops, and how such stigma might affect the life chances and well being of Korean comfort women. Your research question and bibliography will come from thinking about how your individual is situated with a set of social, political, cultural and economic processes.

The example in the previous paragraph is to illustrate the importance of thinking across three levels of analysis—the international, the national, and the local. How do decisions made at all three levels affect individuals in their everyday lives? Using the tools of gender analysis, as well as our study of militarization (as national, international, and global or transnational processes that plays out at the local level), your task is to write about the power imbalances that result in particular societal and individual constructions of gender in a given location, and what this reality means for a particular individual. Your assignment can draw on historical forms of violence, and the ways in which particular configurations of power, often decided militarily, impact daily life for women living in or having lived through violence.

Assignments & Due Dates (You must complete all of the following steps, including the scheduled in-class components).

Thursday, March 2: In-class Research Workshop: This class is dedicated to thinking, talking and writing about our A Day in the Life assignment. Please bring your Praxis Journal to class, as well as your laptop or other writing instrument.

And proposed topic statement due: Moodle me your *proposed topic* for the research project by the end of the day along with a paragraph of 100- 200 words explaining why this topic is of interest to you and what you hope to learn by doing research on this topic. I will let you know if I think you need to consider a change in topics. **If you are not sure of how to craft a proposed topic, please come see me during office hours long before the assignment is due.** When thinking of how to approach your research topic, consider the various forms of gendered violence discussed in class, noting in particular the structural inequalities and power imbalances that result in particular societal and individual constructions of gender in a given location, and why this reality might be. **10 points.**

Friday, March 24: *Research question and annotation of four sources* due via Moodle. For this assignment you will need to demonstrate your ability to analyze sources from a gender perspective. At this stage in our project, these sources do not need to be academic ones. You can consult general sources like National Geographic, travel guides, popular audience books, documentaries, podcasts, and so on. For each source, write a paragraph or two (maximum 600 words per source) describing how the information in the text helped you to understand your research subject and the time period and/or event in which she lived (or lives, as the case may be). Your research question needs to be meaningful, open-ended, and answerable through research. This needs to be uploaded to Moodle to me before midnight for full credit. If you end up changing your research subject, explain why. This is the last possible date to change your character/research subject. **15 points.**

Thursday, April 20: *Draft narrative plus evidence of using four additional academic sources* due. This assignment requires you to begin to write up your day in the life narrative. You must demonstrate that you have consulted and made use of at least four additional sources, while also drafting your story. Minimum 1500 words **15 points.**

Tuesday, May 2: Peer Review Workshop

We will work together to have you peer review each other's A Day in the Life stories, under my direction. Please bring two hard copies of at least five pages of text, but no more than eight pages, to class, to participate in the exercise. **20 points.**

Friday, May 5 (last day of classes): *'Day in the Life Of' project due.* The narrative is a fictional story based on the data from your research that reflects your topic statement and responds to your research subject. **40 points.**

2. Eight Reading Responses, via Lucid (or maximum 350 words): Every Friday starting on February 24 and ending on April 21 (with nothing due during March break). Via email, you will make a response to the assigned readings for that week, and cumulative comments demonstrating your ability to make theoretical linkages between the readings (whether assigned or read for your own research). In the subject line, please write your family name and the due date (e.g. Thomson-Feb12). This means that as the course progresses, your Reading Responses should refer to at least the assigned readings for that week, as well as readings read so far in the course, and possibly readings you have read away from the syllabus for the GE assignment (A Day in the Life). You can present your Responses visually using Lucid or, on two occasions, you can provide written analysis. How you wish to present the material each week is your choice. However, the goal is get you presenting data visually so you can only submit written work twice over the course of the semester.

The writing prompts are the same for every class. As the semester progresses, you'll see how well you have begun to read like a scholar (for argument as part of a broader conversation of scholars writing about gender in peace and conflict). The goal is to get you applying theoretical concepts and principles to empirical evidence. The prompts are:

1. Identify a quote from the assigned readings, and apply it to empirical examples from the assigned course material (films or readings)
2. A question you have based on the readings, which can also include points that you did not understand or that you feel that author did not make clear to her/his reader, and how you would reframe it (this can include refining definitions/concepts; using different examples; offer alternate evidence, and so on;
3. How assigned reading(s) helped you think about your own "A Day in the Life" research project.

There will be a Lucid training session on **Tuesday, February 21, 2016**, at the DMLC computer lab on the fifth floor of the library. The first one is due on **Friday, February 24** no later than midnight.

3. Praxis Journal: Praxis is the ability to merge theory and practice. Your praxis journal is your opportunity to 1) write about what you are reading and learning and 2) apply these new theories and perspectives to your life. In feminist form, you will be writing about how the political is personal, and vice versa. Your journal will not only track your personal growth in this course, but also to prepare you for other assignments and the final exam.

What to do: Purchase a folder or sketchbook for this course. Create a journal entry each time you read for class (e.g. one for each Tu/Thurs session to be completed before each class). Write up or sketch/mind map each being clear to *title each entry individually with the date, citation information for each reading or event, and then divide into two separate sections: "summary/theory" and "application to my life."* Be as specific as you can in these entries, to show that you have thought about the course materials. Each entry should be around one single-spaced page (typed), or no more than one sketch or Lucid page.

I will collect and grade journals every few weeks the semester without warning, and return them quickly. **Please bring your journal to each class. I will collect them at random throughout the semester.** When entries are due, print out typed entries (preferably double-sided printing), staple them together, and put them on the left-hand side of your folder. Include previous graded entries on the right-hand side. *If you are submitting a hard copy journal or sketchbook, be sure that your name is on it. In addition, please include a listing of events (films, brown bags, etc) you have attended and posted on each time you turn in your journals.* You will be graded on depth of reading comprehension and analysis of course materials as well as evidence of personal reflection. (Check-minus=C, Check=B, Check-plus =A).

4. Participation, including Film Screenings: Your success in this course depends on your active participation. You must come to class prepared to listen, digest, and analyze all the assigned reading material. Missing class will also affect your Reading Response and Praxis Journal as you will miss important classroom discussion and analysis.

We will also spend some class time deciding, as a group, on community norms of dialogue and discussion. As the primary goal of the class is that we learn from each other, as well as the assigned material, creating and maintaining a safe atmosphere is important. One of our classroom goals is that we learn, through gender analysis, how to work together for greater equality and social justice. Speaking and listening are both important, as a way to encourage shared meanings and a basis for dialogue.

Four 300-400 word Film Responses: There are three mandatory film screenings which will be screened at **Little Hall, 114 at 7pm on Mondays**. You must make every possible effort to screen films at this time as the group dynamic of common viewing enriches the experience for all of us. Our class is a community, and attending films is expected of all members of our group.

The screenings are: *Tough Guise 2* on January 30; *Where Soldiers Come From* on February 20; *Virgin Margarida* on March 6; *Invisible War* on March 27. Much like our Reading Responses, I am looking for your critical eye as it relates to class themes up to the point of the screening. What did you think of the film? Does it accurately reflect lived reality in Rwanda since the genocide? Whose perspective is being presented? Whose voice is missing? How can we interpret the material as researchers as it relates to course themes? Responses are due within 24 hours of the screening, and can be submitted in narrative form (written response) or visually (via Lucid). As these are Monday films, your Response is due by 7pm on Tuesday. We will discuss films in class on Tuesdays.

5. Take home exam. Using the tools of our course, please write a short (around 1000 words) reflective essay on your positionality and how it has changed over the course of the semester. We will read samples of this kind of writing throughout the semester. The take home asks you to think about the role of the researcher in producing knowledge about lives lived in violence.

Course Policies: Course Policies

Our Classroom: We'll be dealing with sensitive, often difficult issues in which many of us are deeply invested, in one way or another. Please remember that this classroom should be a safe space in which everyone is treated with respect. If you find that you are unable to maintain this environment, or if you feel uncomfortable here for any reason, please come and speak with me immediately.

Screens: Please do not interrupt the flow of class by leaving during our meetings for whatever reason. Cell phones must be turned off while in class. Computer, tablet and smartphone is allowed on a case-by-case basis. If you have a special need, I will allow screens in the classroom. Otherwise, they are FORBIDDEN.

Special needs will be accommodated. If you feel you may need an accommodation based on the

impact of a disability, please contact me privately to discuss your specific needs. Please contact Lynn Waldman, Director of Academic Support and Disability Services at [315-228-7375](tel:315-228-7375) in the Center for Learning, Teaching, and Research. Lynn reviews documentation to determine and help coordinate reasonable and appropriate accommodations for students with disabilities. Come discuss with me, bringing the appropriate documentation before your first assignment is due.

Plagiarism of any sort is not tolerated. Please consult the University's 'Academic Honor Code', <http://www.colgate.edu/offices/campuslife/deanofthecollege/academichonorcode>

Late policy: All assignments must be submitted on time. Your grade will be docked one-third of a letter grade each day it is late (e.g., B → B-). Work more than one week late will not be accepted. No exceptions.

Writing Center: Colgate has a fantastic writing center located in Lathrop Hall. They offer confidential one-on-one help with writing assignments from any course, at any stage of the process. See <http://www.colgate.edu/writingcenter> for more info or to make an appointment.

Title IX: Makes it clear that violence and harassment based on sex and gender are civil rights offences, subject to the same kinds of accountability and the same kind of support applied to other protected categories such as race, national origin, and so on.

If you or someone you know has been harassed or assaulted, you can access Colgate's resources here: www.colgate.edu/sexualassault If you would like confidential support, please see someone at the counseling office, chaplaincy, or student health services. **Faculty are not confidential sources.**

TOPICS and READINGS

January 23: Welcome, Course Expectations and Basic Ground Rules

Tuesday, January 24: Establishing Classroom Norms

Sample Ground Rules for Multicultural Discussions and Guidelines for Dialogue.

Please bring the journal, folder, sketchpad, etc that will be your Praxis Journal to class.

Thursday, January 26: Introducing Gender Analysis

Oxfam UK. 2014. "Quick Guide to Gender Analysis" January 30, <http://policy-practice.oxfam.org.uk/publications/quick-guide-to-gender-analysis-312432>, accessed 09/18/2014.

Uwujaren, Jarune and Jamie Utt. 2015. "Why our Feminism Must be Intersectional (And 3 Ways to Practice It)" *EverydayFeminism.com*, January 11 <http://everydayfeminism.com/2015/01/why-our-feminism-must-be-intersectional/>, accessed 01/12/2015.

Abdulla, Mohammed Jameel, "We Need to Reimagine Masculinity," *The Daily Vox*, December 7, 2016. <https://www.thedailyvox.co.za/toxic-men-need-reimagine-masculinity/>, accessed 12/21/2016.

Kimberlé Crenshaw, "The Urgency of Intersectionality" *Ted Talks*, October 2016. http://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/?utm_campaign=social&utm_medium=referral&utm_source=t.co&utm_content=talk&utm_term=global-social%20issues

Monday, January 30 (Little 114, 7pm): *Tough Guise 2: Violence, Media and the Crisis in Masculinity*, by Jackson Katz (2013). Write-up due within 24 hours of screening, via Moodle.

Tuesday, January 31: Gender, Masculinities, Militarization

Enloe, Cynthia. 2014. "Gender Makes the World Go Round: Where are the Women?" *Bananas, Beaches, and Bases*, pp. 1-36.

Rausch, *Speaking Their Peace*, pp. 42-56.

Thursday, February 2: War? Peace? (Skill #1: How to Read like an Academic)

Kuokannen, Rauna. 2008. "Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women" *International Feminist Journal of Politics*, 10(2), pp. 216-233.

Rausch, *Speaking Their Peace*, pp. 60-68.

Tuesday, February 7: On Feminist Approaches, On Being a Feminist

Enloe, "The Personal is International, The National is Political", *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*, pp. 343-359.

MacKenzie, Megan. 2009. "Their Personal is Political, Not Mine: Feminism and Emotion" *International Studies Review* 18(2), pp. 691-693.

Thursday, February 9: Methodological Reflexivity (Skill #3: Reverse Engineering an Article)

Daigle, Megan, 2016. 'Writing the Lives of Others: Storytelling and International Politics,' *Millennium*, 45(1), pp. 25-42.

Thomson, Susan. 2013. "Preface: The Story Behind the Findings" in *Whispering Truth to Power: Everyday Resistance to Reconciliation in Postgenocide Rwanda*, Madison: University of Wisconsin Press, pp. ix-xxi.

Tuesday, February 14: On Peace and Violence in the Everyday

McGuinty, Roger. 2014. "Everyday peace: Bottom-up and local agency in conflict-affected societies" *Security Dialogue*, pp. 1-17. DOI: 10.1177/0967010614550899.

Rausch, *Speaking Their Peace*, pp. 91-94.

Thursday, February 16: Colonization as Violence, with Rosemary Nagy

Native Women's Association of Canada. 2010. *What Their Stories Tell Us: Research Findings from the Sisters in Spirit Initiative*. NAWA: Ottawa.

Nagy, Rosemary. (2015). "Combatting Violence Against Indigenous Women: Reconciliation as Decolonisation for Canada's Stolen Sisters," in *Beyond Rape Justice*. Moodle.

Monday, February 20, Little 114 at 7pm: Film, *Where Soldiers Come From*, directed by Heather Kirby (2011).

Tuesday, February 21: Using Lucid w/ Doug Higgins (Skill #2: Thinking Theoretically)

Please meet **at Case 345**.

Thursday, February 23: The Personal (Lived Experience) as Academic Genre (Research Skill #4: Self-Reflexivity)

Akello, Grace. 2012 "The importance of the autobiographic self during research among wartime children in northern Uganda" *Medische Antropologie* 24(2), pp. 289-300. Moodle.

Rausch, *Speaking Their Peace*, pp. 3-14.

Tuesday, February 28: The Personal (Lived Experience) as Academic Genre, Part II

Ross, Fiona C. "Sense-scapes: senses and emotion in the making of place" in *Raw Life, New Hope: Decency, Housing and Everyday Life in a Post-Apartheid Community* (Cape Town, University of Cape Town Press, 2010), pp. 54-75.

Van der Waal, Kees, "Long walk from Volkekunde to anthropology: reflections on representing the human in South Africa," *Anthropology Southern Africa*, 38(3), (2015), pp. 216-34.

Thursday, March 2: In-class Research Workshop (Topic statement due, via Moodle)

This class is dedicated to thinking, talking and writing about our A Day in the Life assignment. Please bring your Praxis Journal to class, as well as your laptop or other writing instrument.

Please read as a prototype of the type of writing that is expected for the Day in the Life assignment: Hauser, CJ, Winter 2015. "Bangana" *Narrative Magazine*.
<http://www.narrativemagazine.com/issues/winter-2015/fall-contest-winners/bangana-cj-hauser>, (accessed 1/18/2017).

Monday, March 6, Little 114, 7pm: *Virgin Margarida*, directed by Licínio Azevedo (2012).

Tuesday, March 7: Militarized Masculinities in Peace and Conflict

Duriesmith, David. 2016 'Introduction: the new war puzzle' and 'Protest and opposition: challenging the patriarchal bargains in war' in his *Masculinity and New War: The gender dynamics of contemporary armed conflict* (New York, NY: Routledge), pp. 1-8 and pp. 93-118.

Thursday, March 9: Class is cancelled. I am away at a conference.

March 14 and 16: Enjoy your break!

Tuesday, March 21: Writing about Lives Lived through Violence

Russell, Legacy. 2013. "James Dawes: The Guts of Atrocity" *Guernica Magazine*, July 30. Available at: <http://www.guernicamag.com/daily/james-dawes-the-guts-of-atrocity/> (accessed 1/13/2016).

Tabeling, Petra. 2011. "How to Make a Difference for Survivors" *The Dart Center for Journalism and Trauma*, June 29. Available at: <http://dartcenter.org/global/en/how-to-make-difference-for-survivors#.UijdHxaK5UQ> (accessed 1/13/2016).

Moore, Jina. 2011. "The Pornography Trap: How Not to Write about Rape" *Columbia Journalism Review*. Available at: http://www.cjr.org/reports/the_pornography_trap.php (accessed 1/13/2016).

Thursday, March 23: Storytelling with Roxanne Kyrstalli

There are no readings for today. Just a listening and learning session with Roxanne.

Friday, March 24: Via Moodle: Research question and annotations of four sources due

Monday, March 27: Invisible War, directed by Kirby Dick (2012).

Tuesday, March 28: Rape as Strategy of War

Jones, Adam. 2002. "Gender and Genocide in Rwanda" *Journal of Genocide Research* 4(1), pp. 65-94.

Thursday, March 30: Class cancelled. I am away at a conference.

Tuesday, April 4: Gendered Histories of War and Conflict

Barry, Kathleen. 2011. "The Value of Human Life," pp.1-14; "Making Men Expendable," pp. 15-26.

Thursday, April 6: Introducing Mohan's *The Seasons of Trouble*

Please read up to page 71 of Rohini Mohan's *The Seasons of Trouble*, which provides a searing account of three lives caught up in the devastation looks beyond the heroism of wartime survival to reveal the creeping violence of the everyday.

Tuesday, April 11: In class documentary: *Sri Lanka's Killing Fields*, BBC's Real Stories, September 19, 2015. <https://www.youtube.com/watch?v=r3yPzyM0KMU>, 54 minutes.

Thursday, April 13: Gender Analysis & Lived Experience in Practice: Seasons of Trouble

Mohan, *Seasons of Trouble*, pp. 72-141.

Tuesday, April 18: Rosalind Raddatz, Cambridge University, will speak to us in person about her work with women refugees in East Africa and the ethics of doing this work

Ho, Anita and Carol Pavlish, 'Indivisibility of Accountability and Empowerment in Tackling Gender-Based Violence: Lessons from a Refugee Camp in Rwanda,' *Journal of Refugee Studies*, 24(1), (2011), pp. 88-109.

Thomson, Susan, 'Agency as Silence and Muted Voice: The problem-solving networks of unaccompanied Somali refugee girls in Eastleigh, Nairobi,' *Conflict, Security and Development* 13(5), (2013), pp. 589-609.

Thursday, April 20: Gender Analysis & Lived Experience in Practice: Seasons of Trouble (Draft narrative plus evidence of using four additional academic sources due)

Mohan, *Seasons of Trouble*, pp. 145-208.

Tuesday, April 25: Gender Analysis & Lived Experience in Practice: Seasons of Trouble

Mohan, *Seasons of Trouble*, pp. 209-270.

Thursday, April 27: Gender Analysis & Lived Experience in Practice: Seasons of Trouble (Peer Group Assignments)

Mohan, *Seasons of Trouble*, pp. 270-350.

Tuesday, May 2: Final 'A Day in the Life' Workshop: Peer Review and Feedback (Research Skill #6)

I will assign peer review pairs in class on April 20. Your task is to bring your comments/review to class, in hardcopy that you will then swap with your partner reviewer as final prep for our 'A Day in the Life' assignment. You must have at least one single spaced page of constructive feedback for your reviewee. Please upload your comments to Moodle. I will read them before class.

Thursday, May 4: Exam Prep and Course Wrap Up

Friday, May 5: A Day in the Life assignment due, in hardcopy to my office no later than 5pm.

Friday, May 12 (latest): Final Exam Due. Delivered by hand, in hardcopy, to my office.