

POLS W3626
Gender and International Relations

Spring 2013
Department of Political Science
Columbia University

603 Hamilton Hall
Tuesday and Thursday 4:10PM-5:25PM

Instructor:

Dr. Eric Blanchard (eb2784@columbia.edu)

Office hours: Tuesday 2:30-3:30 PM, Thursday 12-1 PM, and by appointment

Office: 742 International Affairs Building

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Graduate Assistant:

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Office hours: Tuesday, 11:30AM-1:30PM, and by appointment in Avery Library Café

I. Course Description, Objectives and Requirements:

“Gender and International Relations” is a course designed as a comprehensive introduction to a way of analyzing and researching global politics and international relations that takes gender seriously as an analytic category. The course is particularly concerned with the ways in which gender is implicated in the construction of international relations—how this affects the foreign policies of states and the security of people—and what this means for the actions of other actors in world politics, such as non- governmental organizations (NGOs), international organizations (IOs), and social movements.

During the semester, we will explore the ways that global issues impact women's and men's lives, but we will also become theoretically savvy, exploring various feminist and non-feminist approaches to the study of gender, femininity and masculinity in world politics. In familiarizing ourselves with multiple approaches to the study of gender in international politics, we will attempt to better understand just how “gender matters” in many facets of international relations such as war and peace, foreign policy, economics, security, activism, the environment, development, and human rights. Additional topics we will investigate in-depth include nationalism and identity, human security, post-war reconstruction, “trafficking,” and technology and the information revolution. By the end of the course, students should be able to better critique foreign policies and global governance by understanding their gendered formulations, implementations, and consequences.

Class sessions will mix lecture and discussion. In class discussion, students will have the opportunity to hone their critical thinking skills and practice articulating their informed views. To this end, students are expected to come to all class sessions ready to discuss the assigned

readings, and raise thoughtful questions about these readings, prior readings, or lecture points. Because exams will test knowledge of both lecture materials and texts, it will be impossible to succeed in the course without regular attendance. A *midterm* (25%) and *final* (30%) will be the only exams. Students will also prepare a *journal* comprised of 10 entries and totaling approximately 20 pages, and counting for 30% of the grade. The journal, which should be an ongoing project throughout the semester, must be completed and submitted by May 6 at 5PM.

Grading:

Participation, classroom exercises 15%
Midterm exam 25% (March 12)
Writing Assignment/Journal 30% (due May 6)
Final exam 30% (May 14)

Readings (texts on order at the Book Culture Bookstore, West 112th St., NYC, and on reserve at Butler library):

1. V. Spike Peterson and Anne Sisson Runyan, *Global Gender Issues in the New Millennium* 3rd ed. (Westview, 2010). ISBN 978-0-8133-4394-5
2. Cynthia Enloe, *The Curious Feminist: Searching For Women in a New Age of Empire* (University of California Press, 2004). ISBN 978-0520243811
3. Nicholas D. Kristof and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Knopf, 2010). ISBN 978-0307387097
4. Carol Cohn, ed. *Women & Wars* (Polity Press, 2013). ISBN 978-0-7456-4245-1

Classroom policies:

Policies:

In the classroom:

Please be sure to help the instructor maintain a collegial atmosphere necessary for learning by keeping comments civil and respectful and being attentive to the contributions of your instructor, graduate assistants, and your fellow students. The lectures and discussions in this class will demand the full use of your undivided cognitive abilities; therefore, the use of laptops is discouraged. Before we start class, please discontinue the use of and stow all portable electronic communication and entertainment devices and be sure your device is in an off-position or silent (*not vibrating*) mode. Messaging, tweeting, texting, chatting, hacking, multiplayer gaming, social networking, bargain shopping, portfolio managing or using electronic devices in *any manner* that distracts from classroom activities will not be tolerated, and WILL result in a lowered participation grade (for example, students texting in class will have their attendance grade lowered by 1% per occurrence and may be asked to leave if they are disruptive). Audio or video recording of class sessions is not allowed without explicit permission from the instructor.

Outside the classroom:

Check CourseWorks for important messages, assignments, and updates. I recommend that students keep open communication lines with me particularly regarding factors that have an

effect on their performance as students; the best way to reach me is through email, however please understand the instructor (and teaching assistant) will not (necessarily) be responding immediately to messages sent after 9pm or on weekends/holidays. I will **only** excuse emergency medical absences upon the presentation of verifiable, appropriate medical or other documentation *if* such requests are presented to me in a timely manner. If you should need to make exam arrangements with the Office of Disability Services, inform me as early as possible. Please *do not* expect **travel plans** to be a legitimate excuse for missing class. I will consider writing **letters of recommendation** for students who have taken a minimum two courses with me with at least an A- average.

Notes on written work:

*All written work should be neat—free of spelling and grammatical errors, double-spaced, pages numbered, 12 pt font with 1 inch margins with a word count—and utilize appropriate citation practices. Please make use of the Writing Center: <http://uwp.columbia.edu/writing-center/>.

*It is strongly suggested that assignments accord with the citation practices and reference standardization found at www.chicagomanualofstyle.org/home.html, or a similar style guide. Author-date style is preferred. Students are also advised to consult a helpful guide to research papers, such as *The Craft of Research* by Wayne C. Booth, et al. (University Of Chicago Press), or Stephen Van Evera's *Guide to Methods for Students of Political Science* (Ithaca, NY: Cornell University Press).

*Written work must be submitted by the relevant deadline, **both** as a *hard copy* to my box in Room 710, International Affairs Building, and as an *electronic attachment* submitted to **polsw3626@gmail.com**. Late work will be penalized one half grade for each day late (A to A-, etc.). Yes, this includes weekends.

Academic Integrity

All students are expected to understand and abide by the principles of academic integrity established by Columbia University. The full statement on academic integrity is available at www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement. All cases of academic dishonesty will result in the application of academic sanctions and/or the referral of the matter to the Office of Judicial Affairs and Community Standards. Please see www.studentaffairs.columbia.edu/judicialaffairs/process/process#sanctions for more information on sanctions for academic misconduct. A useful primer on plagiarism and how to avoid it is at: <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>. Contact the instructor with any questions.

II. Schedule (*indicates the item can be found on Courseworks)

Week One: Recognizing gender in world politics

January 22: *Introduction*

No assigned readings. Please read syllabus carefully.

January 24: *Finding Nimo*

1. *Cynthia Enloe, "Wartime Politics in a Beauty Parlor," in *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War* (Berkeley CA: University of California Press, 2010) pp.19-44.
2. V. Spike Peterson and Anne Sisson Runyan, ch. 1 "Introduction," in *Global Gender Issues in the New Millennium* 3rd ed. (Boulder, CO: Westview 2010), hereafter **GGI**, pp. 1-35.

Week Two: Gender, biology, and the evolution of world politics

January 29: *Could women run the world?*

1. *Francis Fukuyama, "Women and the Evolution of World Politics," *Foreign Affairs* 78, 1 (1998) pp.22-40.
2. *J. Ann Tickner, "Why Women Can't Run the World: International Politics According to Francis Fukuyama," *International Studies Perspectives* 1, 3 (1999), pp.3-11.
3. * Joshua S. Goldstein, "A Puzzle: the Cross-Cultural Consistency of Gender Roles in War," in *War and Gender: How Gender Shapes the War System and Vice Versa* (Cambridge: Cambridge University Press, 2003), pp. 1-34.

January 31: *Biology and the war system*

1. *Joshua S. Goldstein, "Bodies: the Biology of Individual Gender," in *War and Gender: How Gender Shapes the War System and Vice Versa* (Cambridge: Cambridge University Press, 2003), pp.128-143 (can skim 144-158), 159-182.
2. Carol Cohn and Ruth Jacobson, "Women and Political Activism in the Face of War and Militarization," in Carol Cohn, ed. *Women & Wars* (Polity Press, 2013), hereafter **W&W**, pp.102-123.

Week Three: Introducing feminist approaches

February 5: *Lenses and ladders*

1. Cynthia Enloe, ch.1 and ch. 2, "The Surprised Feminist," and "Margins Silences, and Bottom Rungs" in *The Curious Feminist* (Los Angeles: University of California Press, 2004), pp.13-42.
2. Peterson and Runyan, ch. 2 "Gendered Lenses on World Politics," in **GGI** pp.37-76.

February 7: *Feminism and International Relations*

1. *Katharine Moon, "Partners in Prostitution," in *Sex Among Allies*, (New York: Columbia University Press, 1998), pp.17-47.
2. *J. Ann Tickner, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," in Andrew Linklater, ed., *International Relations: Critical Concepts in Political Science* (New York: Routledge, 2000), pp.1679-1692.

Week Four: Gender in historical perspective

February 12: *Gendering history*

1. *Georgina Waylen, "Colonialism," ch. 3 in Waylen, *Gender in Third World Politics* (Boulder, CO: Lynne Rienner, 1996) pp. 46-69.

2. *Kristin L. Hoganson, "McKinley's Backbone: The Coercive Power of Gender in Political Debate," in *Fighting for American Manhood* (New Haven: Yale University Press, 1998), pp. 88-106.
3. *Jean Bethke Elshtain, "Women: The Ferocious Few/The Noncombatant Many," in *Women and War* (Chicago: University of Chicago Press, 1995), pp. 163-193.

Recommended:

*Diana Saco, "Gendering Sovereignty: Marriage and International Relations in Elizabethan Times," *European Journal of International Relations* 3, 3 (1997), pp.291-318.

February 14: *Gender and U.S. foreign policy*

1. *Robert D. Dean, "Masculinity as Ideology: JFK and the Domestic Politics of Foreign Policy," *Diplomatic History* 22, 1 (1998), pp.29-62.
2. Enloe, ch. 9 "Masculinity as a Foreign Policy Issue," pp.122-30, and ch.13, "Feminists Keep Their Eyes on Militarized Masculinity," in *The Curious Feminist*, pp.152-4.

Week Five: Is gender a synonym for "women"?

February 19: *Recognizing masculinity*

1. *Joshua S. Goldstein, "Heroes: the Making of Militarized Masculinity," pp.251-301.
2. Enloe, ch. 7 "All the Men are in the Militias, All the Women are Victims," *The Curious Feminist*, pp. 99-118.
3. *Shahin Gerami, "Islamist Masculinity and Muslim Masculinities," in Michael Kimmel, et al. eds., *Handbook of Studies on Men&Masculinities* (Thousand Oaks: Sage, 2005), pp. 448-457.

February 21: *Masculinities (hegemonic and hyper)*

- 1.*R.W. Connell and Julian Wood, "Globalization and Business Masculinities," *Men and Masculinities* 7, 4 (2005), pp. 347-364.
2. *Romit Dasgupta, "Creating Corporate Warriors: The 'Salaryman' and Masculinity in Japan," in Kan Louie and Morris Low, eds., *Asian Masculinities: The Meaning and Practice of Manhood in China and Japan* (New York: RoutledgeCurzon, 2003), pp. 118-134.
3. *Jennifer Heeg Maruska "When are States Hypermasculine?" in Laura Sjoberg, ed., *Gender and International Security: Feminist Perspectives* (New York: Routledge, 2010), pp.235-255.

Week Six: The analysis of gender in world politics

Feb 26: *Epistemologies and their consequences*

1. Peterson and Runyan, ch. 2 "Gendered Lenses on World Politics," **GGI** pp. 76-100.
2. *Carolyn DiPalma and Kathy E. Ferguson, "Clearing Ground and Making Connections: Modernism, Postmodernism, Feminism," in Kathy Davis et al., eds., *Handbooks of Gender and Women's Studies* (London: Sage, 2006), pp.127-45.
3. *Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist," in Carole McCann and Seung-Kyung Kim, eds., *Feminist Theory Reader* (New York: Routledge, 2003), pp.308-317.

Recommended:

*Rosemarie Tong, "Multicultural, Global, and Postcolonial Feminism," in *Feminist Thought: A More Comprehensive Introduction* 3rd ed. (Boulder: Westview, 2009), pp.200-236.

Feb 28: *Tools for the analysis of gender and IR*

1. *Carol Cohn "Sex and Death in the Rational World of Defense Intellectuals," *Signs* 12, 4, (1987), pp. 687-718.
2. *Valerie M. Hudson, "The Heart of the Matter: The Security of Women and the Security of States," *International Security* 33, 3 (Winter 2008/09), pp. 7-45.

Optional:

*R. Charli Carpenter, "Gender Theory in World Politics: Contributions of a Nonfeminist Standpoint," *International Studies Review* 4 (2002), pp.153-165.

Week Seven: Security and Global Order

March 5: *Security, nationalism and identity*

1. Peterson and Runyan, ch.4 "Gender and Global Security," **GGI** pp.143-82.
2. Angela Raven-Roberts, "Women and the Political Economy of War," in **W&W**, pp.36-53.

Recommended:

Carol Cohn, "Women and Wars: Toward a Conceptual Framework," in **W&W** pp.1-30.

March 7: *Looking at global order with a gendered lens*

1. *J. Ann Tickner, "Democratization, the State, and the Global Order: Gendered Perspectives," in *Gendering World Politics* (New York: Columbia University Press, 2001), pp. 96-124.
2. Peterson and Runyan, ch. 3 "Gender and Global Governance," **GGI** pp.103-42.
3. *Elisabeth Prügl, "Does Gender Mainstreaming Work?" *International Feminist Journal of Politics*, 11, 2 (2009): 174-195.

Week Eight: Security, continued

March 12

****MIDTERM EXAM****

March 14 *Human and environmental security*

1. *Nicole Detraz, "The Genders of Environmental Security," in Sjoberg, ed. *Gender and International Security*, pp.103-125.
3. *Jacqui True, "Who Suffers Most? Gendered Violence in Natural Disasters and their Aftermath," in *The Political Economy of Violence Against Women* (New York: Oxford University Press, 2012), pp.161-181.

****SPRING BREAK, March 18-22****

Week Nine: Economic security and human rights

March 26: *Trafficking and slavery*

1. Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (New York: Knopf, 2009). Entire.
2. *Jennifer Lobasz, "Beyond Border Security: Feminist Approaches to Human Trafficking," *Security Studies* 18, 2 (2009), pp.319-344.

Recommended:

* Hilary Charlesworth and Christine Chinkin, "Human Rights" in Charlesworth and Chinkin, *The Boundaries of International Law: A Feminist Analysis*. (Manchester: Manchester University Press, 2000), pp.201-247.

March 28: *Global political economy*

1. Peterson and Runyan, ch.5 "Gender and Global Political Economy," *GGI* pp. 183-228.
2. Enloe, ch. 3 and ch. 4, "The Globetrotting Sneaker," and "Daughters and Generals in the Politics of the Globalized Sneaker," *The Curious Feminist*, pp. 43-56, 57-68.

Week Ten Economics, continued and military service

April 2: *Economic security and restructuring*

1. *Jose Olavarria, "Men's Gender Relations, Identity, and Work-Family Balance in Latin America," in Ian Bannon and Maria C. Correia, eds., *The Other Half of Gender: Men's Issues in Development* (Washington, DC: World Bank, 2006), pp. 29-42.
2. *Mary Amuyunzu-Nyamongo and Paul Francis, "Collapsing Livelihoods and the Crisis of Masculinity in Rural Kenya," in Bannon and Correia, pp.219-244.
3. *Alexandra Bernasek, "Banking on Social Change: Grameen Bank Lending to Women" *International Journal of Politics, Culture and Society*, 16, 3 (2003), pp. 369-385.
4. *Rahel Kunz, "The 'Making Women Productive' Strategy," in Marianne H. Marchand and Anne Sisson Runyan, eds., *Gender and Global Restructuring : Sightings, Sites, and Resistances*, 2nd ed. (New York : Routledge, 2011), pp.163-180.

Recommended:

*David L. Richards and Ronald Gelleny, "Women's Status and Economic Globalization," *International Studies Quarterly* 51 (2007), pp.855-876.

April 4: *Women and gays in the military*

1. *Carol Cohn, "'How Can She Claim Equal Rights When She Doesn't Have to Do as Many Push-Ups as I Do?': The Framing of Men's Opposition to Women's Equality in the Military," *Men and Masculinities* 3 (2000), pp.131-151.
2. *National Defense Research Institute, "Sexual Orientation and U.S. Personnel Policy Revisited," Doc RB-9565-OSD (Santa Monica, CA: RAND, 2010), available at http://www.rand.org/pubs/research_briefs/RB9565.html, pp.1-4.

Recommended:

*Elizabeth Kier, "Homosexuals in the US Military: Open Integration and Combat Effectiveness," *International Security*, 23, 2 (1998) pp. 5-39.

Week Eleven Military service and sexual violence

April 9: *Constructing Military Forces and Armed Oppositions*

1. Jennifer G. Mathers, "Women and State Military Forces," in **W&W**, pp.124-145.
2. Dyan Mazurana, "Women, Girls, and Non-state Armed Opposition Groups," in **W&W**, pp.146-168.
3. *Melissa T. Brown, "The Marine Corps," in *Enlisting Masculinity: The Construction of Gender in U.S. Military Recruiting Advertising during the All-Volunteer Force* (New York: Oxford University Press, 2012), pp.104-129.

April 11: *Sexual violence in war*

1. Pamela DeLargy, "Sexual Violence and Women's Health in War," in **W&W**, pp.54-79.
2. *Maria Eriksson Baaz and Maria Stern, "Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC)," *International Studies Quarterly* 53, 2 (2009), pp.495-518.
3. *Adam Jones, "Gender and Genocide in Rwanda," in *Gender Inclusive: Essays on Violence, Men, and Feminist International Relations* (New York: Routledge, 2009), pp. 196-229.

Recommended:

*Dubravka Zarkov, "Exposures and Invisibilities: Media, Masculinities and the Narratives of Wars in an Intersectional Perspective," in Helma Lutz, et al, eds. *Framing Intersectionality: Debates on a Multi-Faceted Concept in Gender Studies* (Burlington, VT: Ashgate, 2011), pp.105-120.

*Inger Skjelsbæk, *The Elephant in the Room: An Overview of How Sexual Violence came to be Seen as a Weapon of War*, report to Norwegian Ministry of Foreign Affairs, pp. 6-29, 42-50.

Week Twelve Peace and post-conflict

April 16: *Peace Making, Peacekeeping*

1. Malathi de Alwis et al., "Women and Peace Processes," in **W&W**, pp.169-193.
2. *Claire Duncanson, "Forces for Good? Narratives of Military Masculinity in Peacekeeping Operations," *International Feminist Journal of Politics* 11:1 (2009), pp. 63-80.
3. *Heidi Hudson, "Peace Building through a Gender Lens and the Challenges of Implementation in Rwanda and Cote d'Ivoire," in Sjoberg, ed., *Gender and International Security*, pp.256-279.

April 18: *"After" war: post-conflict reconstruction*

1. Enloe, ch.15 and 16, "Women After Wars: Puzzles and Warnings from Vietnam," and "Demilitarization—or More of the Same? Feminist Questions to Ask in the Postwar Moment," *The Curious Feminist*, pp.193-232.
2. Dyan Mazurana and Linda Eckerbom Cole, "Women, Girls, and Disarmament, Demobilization and Reintegration (DDR)," in **W&W**, pp. 194-214.
3. Ruth Jacobson, "Women 'After' Wars," in **W&W**, pp.215-241.

Recommended:

*Paul Richards, "Young Men and Gender in War and Postwar Reconstruction," in Bannon and Correia, pp.195-218.

Week Thirteen The war on terror and the post-9/11 world

April 23: *War on terror*

1. Enloe, ch. 11 "Sneak Attack," *The Curious Feminist*, pp.145-7.
2. *J. Ann Tickner, "Feminist Perspectives on 9/11," *International Studies Perspectives*, 3 (2002) pp.333–350.
3. Enloe, ch.19 "Where are the Women in Occupied Afghanistan and Iraq?" *The Curious Feminist*, pp.268-305.
4. *Fariba Nawa, "Women and the Drug Trade in Afghanistan," in Shahzad Bashir and Robert Crews, eds., *Under the Drones: Modern Lives in the Afghanistan-Pakistan Borderlands* (Cambridge: Harvard University Press, 2012), pp.236-256.

April 25: *Post 9/11*

1. *Laura Sjoberg and Caron E. Gentry, "Triple Transgressions," in *Mothers, Monsters, Whores: Women's Violence in Global Politics*. (New York: Zed Books, 2007), pp. 58-87.
2. *Stacy Takacs, "Jessica Lynch and the Regeneration of American Identity and Power Post-9/11," *Feminist Media Studies* 5, 3(2005), pp.297-310.
3. *Michael S. Kimmel, "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism," in Michael Kimmel, et al. eds., *Handbook of Studies on Men&Masculinities* (Thousand Oaks: Sage, 2005), pp. 414-431.

Recommended:

*Lindsey O'Rourke, "What's Special About Female Suicide Terrorism?" *Security Studies* 18, 4, (2009), pp.681-718.

Week Fourteen:

April 30: *Gender and change*

1. Peterson and Runyan, ch. 6 "Gendered Resistances," in **GGI**, pp.231-262.
2. *Gillian Youngs, "Globalization, Feminism, and Information society," in Marianne H. Marchand and Anne Sisson Runyan, eds., *Gender and Global Restructuring: Sightings, Sites, and Resistances*, 2nd ed. (New York : Routledge, 2011), pp. 222-238.
3. *Wendell Steavenson, "Letter from Cairo: Two Revolutions," *The New Yorker* Nov. 12 (2012), pp.32-38.

May 2: *Wrap-up*

1. Enloe, ch.14 "Becoming a Feminist," *The Curious Feminist*, pp. 155-189.

****JOURNALS DUE BY 5PM May 6** to Blanchard mailbox IAB 710, and electronically to polsw3626@gmail.com **

****FINAL EXAM:** Tuesday May 14, 4:10-7PM, PROJECTED

(please consult <http://registrar.columbia.edu/content/final-exam-schedule> for updates)

W3626 Gender Journal Assignment Guidelines

Students are to prepare journals consisting of **10 entries** (no more than **2 pages** each or 500 words maximum), totaling approximately 20 pages. The journals, which should be an ongoing project throughout the semester, must be completed and submitted together by **May 6**, 5PM and will count for 30% of the final grade.

The main idea of the assignment is give you the chance to pull together class materials in new ways, exploring the world using what you've learned (concepts, theories, arguments, etc.). Thus you are expected to deploy your critical thinking skills to apply and reflect upon what you've learned, *not* just report news or summarize class readings. You'll be evaluated on the quality of your **analysis** and commentary on events/issues in the "real world" and how skillfully you draw upon course materials, so summary should be kept to a minimum. If you have further questions, please visit instructors in office hours.

Rules:

1) Analyze an outside source Each entry must draw upon A) **two course readings** and B) **one outside media/news report**, selected from appropriate sources such as *The New York Times*, *The Washington Post*, *the Economist*, other reputable news sources or even academic journals or chapters. Students may occasionally substitute analysis of an "event," such as an on-campus (or web) lecture, film viewing, reading, or comparable source instead of B above (news/media item) (see me if you have questions). Of course, the issues and events you analyze should relate to course topics and have a distinct **international dimension**. See us with any questions about sources for B.

2) Include an appendix In addition to the 20 pages of entries, you must attach an **appendix that includes printouts of all the articles** referenced in the journal. The appendix must be turned in with the hard copy, but need **not** be submitted electronically. If you attend an event, include a program or flyer from the event in appendix.

3) Be comprehensive as possible Journals must draw from **at least six different weeks** as labeled on the syllabus. You may only draw upon one set of readings for a class **unit** (i.e., the readings for one class session like March 26 "*Trafficking and slavery*") **twice** (at most) in the course of writing your journal. Make sure your entries cover the **entire time period of the semester** (i.e. don't analyze outside articles/events that all occur near end of semester).

4) Cite properly You can cite syllabus items with just name, date, and page number, i.e., (Hudson, 2005: 160). Other sources/materials used should be listed in a citation/bibliography or in footnotes. Check syllabus for proper citation guidelines.

5) Submit properly Please secure your journal together neatly before submitting it as a hard copy to my mailbox *and* as electronic file to **polsw3626@gmail.com**. Remember: submission of electronic file and hardcopy is mandatory, and unfastened sheets will be returned without grade.

Previews

I am willing to look over and return with comments (not grade) one journal entry (hard copy) per student if I have the entry by class on **Feb 21**. This is completely voluntary, but may be helpful for students who want to check if they are on the right track and then have the opportunity to rewrite the entry. Remember to **attach a print out** of your news article to the draft entry. After Feb. 21, I will not be offering assessments or granting re-writes.