

Gender and Globalization

WGST 4260/5800 Fall 2019

Wednesday 5.30-8.20 pm

To access the course on Canvas, log in at <https://unt.instructure.com/>

Classroom: Lang 104

Instructor: Özlem Altıok

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Office: GAB 468

Office hours: M 1-2 pm, and by appointment

Course Description

What is globalization and how do people located differently, in socio-economic and geographical terms, experience it? How are macro-processes such as globalization, development, international trade, and migration related to one another? How are they gendered? In what ways are local issues global, and global ones local?

This reading-intensive seminar is required for Women's and Gender Studies master's students. It is designed for all undergraduate and graduate students who have an interest in exploring gender as a social practice, and globalization as a multifaceted socio-economic process. The seminar focuses on social inequality and explores how feminist perspectives are useful for understanding social, economic and political aspects of globalization in the 21st century. Topics covered include international trade; international development and migration.

The course has a service-learning component, which is described below.

Required books

Lourdes Beneria *et al.* 2016. *Gender, Development and Globalization: Economics as if All People Mattered* (2nd edition). This is available as an e-book through the UNT library. <http://iii.library.unt.edu/record=b6215257~S12>

It is your responsibility to locate the other assigned material cited or linked on this syllabus. I have created a folder on our Canvas page, which contains scanned chapters from books that are not as readily available online.

Recommended books

Barbara Ehrenreich & Arlie Russel Hochschild. 2004. *Global Woman: Nannies, Maids & Sex Workers in the New Economy*.

Raewyn Connell and Rebecca Pearse. 2015. *Gender in World Perspective*.

Service-learning project description

Service-learning or community-engaged learning is a pedagogy that integrates meaningful community-engaged service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Thinking globally and acting locally, participants in this course will carry on a service project in partnership with Opening Doors International Services (ODIS) located in Denton, TX. Opening Doors International Services, Inc. is a US Department of Justice recognized agency that has been providing immigration assistance and humanitarian services for families and individuals in North Texas since 2003.

In partnership with ODIS, students will plan and organize an event that will help them to link their classroom learning to community needs that ODIS addresses. The event will aim to increase awareness of migrants' needs and challenges. We will use the knowledge we gain (from readings, films and interactions with ODIS) to put together an educational event component. Students will be in charge of planning, publicizing and putting together the event.

The event will take place during class time either on Wednesday, November 6th or 13th 5:30 - 8.20 pm.

This service-learning project goes beyond volunteer work in that it is designed to support the academic goals of this course (see learning outcomes below). The event that the students will organize and publicize will highlight how the movement of people within and across borders is conditioned by the economic, social and environmental challenges people face around the world. In addition to being an educational activity, this event will raise funds for ODIS.

Community Partner Name: Opening Doors International Services (ODIS)

2200 N. Bell Ave.

Denton, TX 76209

Contact Person: Andrés Leopoldo Pacheco Sanfuentes

Phone: (940) 382-0096

<http://www.odisinc.org>

On average, each student should expect to spend about 3-4 hours per week on this project. Some of the planning/group work will require students to meet outside of regular class hours (3-4 times during September and October). For these meetings, we will strive to accommodate everyone's schedules.

We will have a meeting with ODIS staff on September 4th. They will come to our class to tell us about the work they do and the people they serve.

At our first two class meetings, we will talk about service-learning, and discuss some ideas – your professor's, ODIS' and yours!

Student Learning Outcomes

- 1) Students will learn the concepts, theories/perspectives on globalization, and the different debates surrounding the relationship between this macro-process and gender.
- 2) Students will learn to analyze how race, gender, class, nationality, ethnicity, religion, and other social categories and identities intersect to shape people's experience of globalization. They will learn to think critically about globalization as a multidimensional, power-laden and contested process.
- 3) Students will improve their written and oral communication skills, by synthesizing the lessons they learn from their reading material and their engagement outside the classroom. They will do these through:
 - a) essays that they will compose and use to lead discussion, and
 - b) fact sheets that will be part of the educational content of the event they will organize
- 4) Students will analyze how globalization, and in particular the movement of people, is experienced in their own communities. They will gain knowledge of community issues, needs, strengths, problems and resources.
- 5) Students will reflect on their own place and responsibility in this globalized world. Through their service-learning experience, they will think critically also about social justice. They will take a step further -- from understanding to actually helping people and communities.

Grading and Assignments:

1. Weekly Analytical Summary (20 points): Submit only one summary & lead discussion; due dates depend)
2. Country Conditions Report (20 points): (Due by October 13 using Turnitin (under the Assignments tab) on our Canvas course page
3. Midterm Exam (20 points) on Wednesday, October 16 in the Testing Center in Sage Hall 3rd floor
4. Service-learning Project (20 points): "ODIS Educational/Outreach Event" Wednesday, November 6 or 13, 2019, 5.30 – 8.30 pm. You will need to submit your posters (see below for explanation) one week before the event.
5. Reflection Paper (20 points): Due by midnight on December 9, 2019 via Turnitin.
6. **For graduate students only** (20 points): Due by midnight on December 11, 2019. A 3000-word research paper (approximately six single-spaced pages). Details below.

Note: You will re-submit #2 (exactly as you submitted it on October 13) along with #4 (with only a photo from the event added to what you submitted a week before the event) by November 24th using Foliotek. These assignments will be part of your e-portfolio that will be accessible to you beyond this class, and beyond your years at UNT. I will provide more instructions on e-portfolios and using Foliotek.

Grading scale: I will use numerical scores, which will translate into letter grades as follows:

A (91-100); B (81-90); C (70-80); D (60-69); F (<60)

****Please keep records of your grades. I only calculate grades once: at the end of the semester****

Expectations, requirements and grade breakdown

1. Weekly analytical summaries (20 points) Each student will turn in only one of these.

You will choose **one week to write your** analytical summary over -- that is, one out of the seven available topics -- in this class. Most weeks, one or two people will be leading discussion based on the analytical summaries they submit (using the Discussion tab on Canvas).

Analytical summaries should consist of a two-page summary (approximately 1200 words) of the required readings for that week to be posted on Canvas (use the *Discussion* tab) by 5 pm on Tuesday, the day before our class meeting. At the end of your summary, you must pose 2 or 3 critical questions or issues that the reading raises for us as a class. **I expect *all* students to respond, by noon on Wednesday, to at least one of the questions raised by the posted analytical summaries or raise an issue of their own (whether or not they submit summary essays for that week).**

In other words, every Wednesday by noon, I expect everyone to have more or less completed the readings and reflect some about them. These reactions/comments can be 100 to 500 words long. They do not need to be long, in other words, but they should demonstrate to me that you have thought seriously about the material.

You may also include (very briefly) in your essay what you do not understand or find confusing in the reading. **Your summary essay** must be analytical in the sense that it **should**

- i) demonstrate that you engaged with the arguments presented in the material, and that you can talk intelligently about the strengths and weaknesses of those arguments;
- ii) tie back to previous readings and class discussions, and to the larger question of how a feminist or gendered perspective is useful in understanding globalization as a process.

Last, but certainly not least, these summaries should use proper English, and be free of spelling and grammar errors. They *can* have a personal tone. In fact, I encourage you to reflect on your personal experiences of gender and globalization as you complete this assignment. You can imagine and compare your experiences with those of your grandparents or parents, for e.g. Where relevant, you could link the concepts or examples discussed in the reading to your own life experiences, daily practices, habits, etc. Whether or not you submit a summary on a given week, you are expected to complete assigned readings and participate in class discussions every week. Go to <https://unt.instructure.com/> to log in to our course, and submit assignments.

2. Country Conditions Report (20 points) due by Sunday, October 13

Country Conditions Reports are used to support asylum seekers' cases in immigration courts. Each student will individually submit a report describing the specific conditions that "push" people out of that country. These will be submitted using Foliotek, which can be found under the Assignments tab on our Canvas course page.

This report will form the basis of a poster presentation (a shorter and more visually engaging version of your country report). that will be part of the November program we will organize. These reports are a main part of your service-learning project. You will be using the Assignments tab under Canvas to submit this and other graded assignments. You will be evaluating each other's work and contributions to the projects as part of the assessment for this portion of the coursework. Further instructions on these will be posted on Canvas.

To help you with the process of research, librarian Julie Leuzinger will lead a "basics of research/how to do a literature review" workshop on September 25, 2019 (during regular class time; in Willis Library Room 136).

3. Midterm Exam (20 points): on Wednesday, October 16 from 5.30 to 8 pm. The midterm will comprise multiple choice, short answer and essay questions.

4. Service-learning project (20 points): November 6th or November 13, 2019 5.30 – 8.30 Awareness-raising/outreach event (location and other details TBD)

You will be evaluated based on 1) your individual contributions to the event. This includes your contributions to event planning as well as your active participation in it (where you will be evaluated specifically over oral communication skills). You will also be evaluated on 2) the quality of your "**poster presentation,**" or another kind of presentation, which you will submit via Canvas one week before our event (plan on a due date of October 30th). These will be shorter and more visually organized versions of your Country Conditions Reports, and you will display and talk about them at our event. This assignment is designed to develop and assess your oral and written communication skills.

5. Reflection paper (20 points): Due by midnight on December 9, 2019. Each student will write a reflection paper addressing the following questions: What were some important lessons you learned and skills you developed in this course? How did the service-learning project contribute to your learning? Having taken this course, what do you want to learn more about? UNT's Career Connect's Model of Reflection comprising some more specific questions, will serve as the instructions for this paper, and will be posted on Canvas. The reflection paper should include at least five of your assigned reading materials in the references, and comprise about 1200 words (about 2 single-spaced pages).

6. Graduate student papers (20 points): Due by midnight on December 11, 2019. A 3000-word research paper (approximately six single-spaced pages) on a question of interest to you. Decide the general *research topic* you are interested in, start reading on it, and then formulate a more *specific research question*. Topics can be globalization as a gendered process, domestic violence as an intersectional issue, women's empowerment strategies, etc. Here are a few examples of specific research questions:

What is the relationship between poverty and gender globally? Are women overrepresented among the “ranks of the poor? If so, how and why? What specific kinds of evidence are available on this question?

How do feminists forge solidarity or alliances across borders in the twenty-first century? What are some common threats feminists across countries and regions face and what strategies do feminists utilize to advance women's rights and wellbeing?

How do women and men experience militarization differently? How do feminist, anti-imperialist and anti-war movements and strategies intersect?

If you want to do a specific kind of research that will help with your graduate degree plan, please talk to me early on and I will work with you. For instance, in lieu of this research paper, you could submit a proposal or a chapter for your master's or doctoral thesis.

How does the “letter grade math” work? An undergraduate student needs 91% of the total available “points” just as a graduate student does. Graduate students need 91% of the 120 (i.e. 109) points to make an A in this class.

Office Hours

I will be in my office (GAB 468) between 1 and 2 pm on Mondays. Alternatively, you can email me for an appointment. In addition, if you email me with your questions, I will usually answer them within two business days. As a general rule, do not wait until the last day to ask me a question about an assignment or exam.

Academic Honesty

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear let me state that I will not tolerate academic dishonesty. Please be aware that you commit plagiarism if you:

- 1) reproduce verbatim (or almost verbatim) another author's words, without using quotation marks and/or without providing a citation; or
- 2) use another's ideas (even if you don't use their precise words) without providing citation.

I adhere to and enforce UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf I will address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy. APPEALS: Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”

Sexual Discrimination, Harassment & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, know that we have resources to help you. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. You can contact **Esther D. Oppong, M.S., NCC**, UNT's Student Advocate at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

Disability Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. However, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

UNT Writing Lab

If writing is not your *forte*, and you want to produce well-organized, well-written papers for this class or others, take advantage of the Writing Lab on campus <http://www.unt.edu/writinglab/>

Other useful resources on campus

https://www.unt.edu/sites/default/files/piw_resource_sheet.pdf

Revisions to this syllabus

It is your responsibility to attend class and to follow Canvas announcements to keep abreast of any changes to the reading schedule or assignments. Please make sure that you have managed your Canvas email account such that your school email forwards to the email address you most regularly check.

I may revise the schedule depending on class discussions, contemporary developments, and to accommodate a guest lecturer's schedule. I will give you notice of such changes (ideally) at least one week in advance.

Weekly reading schedule

Week 1: August 28 (Wednesday): Introduction to the course

Discussion of the course structure, a brief introduction to central concepts, and the service-learning project. Students will be asked to reflect on how they can contribute to the awareness and funds-raising event with their specific skills and talents.

What is service learning or community engagement?

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>

Week 2: September 4: ODIS staff in our class to tell us about their work

What have been some changes in immigration policy in the U.S.? More generally, how do states deal with the clash of the principles of state sovereignty and universal human rights when dealing with migrants and refugees? How are migrants' and refugees' experiences gendered?

Sarah Pierce, Jessica Bolter and Andre Selee. 2018. U.S. Immigration Policy under Trump: Deep Changes and Lasting Impacts. Read full report online <https://www.migrationpolicy.org/research/us-immigration-policy-trump-deep-changes-impacts>

Laura C N Wood. 2018. Impact of punitive immigration policies, parent-child separation and child detention on the mental health and development of children. *BMJ Paediatr Open*. 2(1) available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6173255/>

Jacqueline Bhabha. 1996. "Embodied rights: gender persecution, state sovereignty, and refugees." *Public Culture* 9: 3-32. Skim this article for the main arguments.

Michael D. Shear and Eileen Sullivan. The New York Times. April 17, 2019. What is asylum and who can seek it? <https://www.nytimes.com/2019/04/17/us/politics/asylum-facts-seekers-laws.html>

Familiarize yourself with Opening Doors International Services, our community partner
<https://www.odisinc.org>

→ Analytical Summary #1 (if you picked this week) is due by 5 pm on Tuesday, September 3, 2019

Week 3: September 11: Conceptual preliminaries: What is gender? What does it have to do with globalization?

Raewyn Connell and Rebecca Pearse. 2015. *Gender in World Perspective*. Preface; Chapter 1: The Question of Gender (pp. 1-12)

Cynthia Enloe. 2014[1989]. Ch. 1. "Gender Makes the World Go Around" in *Bananas, Beaches and Bases*

Women refugees at high risk of being victims of gender-based violence <http://fra.europa.eu/en/press-release/2016/women-refugees-high-risk-being-victims-gender-based-violence>

BBC. 2018. Court Rules that the government can't block immigrant teens from abortion
<https://www.pbs.org/newshour/nation/court-rules-that-government-cant-block-immigrant-teens-from-abortion>

→ Analytical summary #2 is due by 5 pm on Tuesday, September 10, 2019.

Week 4: September 18: Economic globalization: about more than just economics?

Both in popular discussions and in academia globalization is seen as a technological, and largely economic process. Most debates on globalization are gender-blind. Feminist scholars and observers take issue with that, of course. The readings for this week include some very well-known and cited contributors to the globalization debate. What are some main issues that each of these authors emphasize? Which of these four do you find most satisfactory as an account of globalization?

Thomas Friedman. 2005. "The World is Flat, After All." *The New York Times*
http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html?_r=0

Pankaj Ghemawat. "Why the World isn't Flat" in *Globalization: The Transformation of Social Worlds* (2nd ed.) edited by Stanley Eitzen and Maxine Baca Zinn.

David Harvey. "Globalization in Question" in J. Schmidt *Globalization and Social Change*, pp. 19-37

Valentine Moghadam. 1999. Gender & Globalization: Female Labor and Women's Mobilization. *Journal of World Systems Research*. Vol 2: 367-388. (Posted on Canvas)

The Guardian on "climate apartheid". 2019.
https://www.theguardian.com/environment/2019/jun/25/climate-apartheid-united-nations-expert-says-human-rights-may-not-survive-crisis?CMP=share_btn_tw

→ **Analytical summary #3 is due by 5 pm on Tuesday, September 17, 2019**

→ Everyone needs to pick the country for their Country Conditions Reports before class time.

Week 5: September 25: Research workshop in Willis Library 136

→ Class meets at our regular time in Willis Library Room 136 for a workshop with librarian Julie Leuzinger. The purpose of this workshop is to get everyone to start working on their Country Conditions Reports. This workshop will be beneficial to graduate students who will submit a research paper in addition to the other assignments in this class.

Graduate students: Pick your general research topic by September 18 and the more specific research question for your research paper by class time on October 2 Email these (3-5 sentences) to
Ozlem.Altiok@unt.edu

Writing a research paper
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html

Genre and the research paper
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html

Writing a research paper
<http://writing.wisc.edu/Handbook/PlanResearchPaper.html> Ten steps for writing research papers
<http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf>

How to convert your paper into a presentation http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf

Tips for successful academic paper presentations <http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html>

→ **No Analytical summary due this week**

Week 6: October 2: Gendering economic globalization: Some big picture issues

What is globalization? In what specific ways is globalization a gendered process? As you read this week's material, jot down some useful definitions of globalization, and list the different ways in which globalization is gendered.

Lourdes Beneria *et al.* *Gender, Development and Globalization*. Chapter 4, pages 135-178 (also skim chapter 5) available as an e-book <http://iii.library.unt.edu/record=b6215257~S12>

Patricia Fernandez Kelly. 2011. "Maquiladoras: The view from the inside" in *The Women, Gender and Development Reader*, pp. 225-236 (posted on Canvas)

J.K. Gibson Graham. 1996. Ch. 6. "Querying Globalization" in *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*, pp. 120-147 <https://langurbansociology.files.wordpress.com/2013/01/gibson-graham-the-end-of-capitalism.pdf>

→ Analytical summary #4 is due by 5 pm on Tuesday, October 1, 2019.

Week 7: October 9: Globalization as the movement of gendered bodies and work

In what specific ways is globalization a gendered process? As you read this week's material, revisit some useful definitions of globalization, and list the different ways in which this process is gendered.

Barbara Ehrenreich and Russell Hochschild. 2004. *Global Woman*. Selected pages posted on Canvas.

Pierrette Hondagneu-Sotelo (2013) "New Directions in Gender and Immigration Research," pp. 180-188 in Steve Gold and Stephanie Nawyn, editors, *The Routledge International Handbook of Migration Studies*. London and New York: Routledge. http://www.hondagneu-sotelo.org/wp-content/uploads/2015/01/New_directions_in_gender_and_immigration_research_PHS.pdf

Anja Parish. 2017. Gender-based Violence against Women: Both cause for migration and risk along the journey. <https://www.migrationpolicy.org/article/gender-based-violence-against-women-both-cause-migration-and-risk-along-journey>

→ Analytical summary #5 is due by 5 pm on Tuesday, October 8, 2019.

Week 8: October 16: Midterm in Sage Hall Room 330

Week 9: October 23: Globalization and the "choices" (gendered) people make

Globalization is often portrayed as an inexorable economic force that cannot be resisted, but people make "choices" within structural constraints. These "choices" are always shaped by broadly social (not just economic) ideas and practices. In what ways are labor markets in a globalized world gendered?

Lourdes Beneria *et al.* *Gender, Development and Globalization*, pp. 112-134. <http://iii.library.unt.edu/record=b6215257~S12>

Sharmila Rudrappa. 2012. "India's Reproductive Assembly Line" *Contexts* 11 (2): 22-27

Gretchen Purser. 2009. "The dignity of job-seeking men" *Journal of Contemporary Ethnography* pp. 117-139

→ **Analytical summary #6 is due by 5 pm on Tuesday, October 22, 2019.**

Week 10: October 30: Immigration and government policy

What changes in migration patterns and immigration policy have there been in North America and Europe?
What kinds of factors shape perceptions of immigrants in receiving countries? How does a feminist perspective help us appreciate the gender dimensions of migration?

Camille Baker. 2019. From the Mediterranean to Mexico....

<https://theintercept.com/2019/07/10/mediterranean-migrant-rescue-pia-klemp/>

Giovanni Peri. 2010. The impact of immigrants on Recession and Economic Expansion. Read especially the first five pages, and the bold text in this report, which is available at

<https://www.migrationpolicy.org/research/impact-immigrants-recession-and-economic-expansion>

Tanya Golash Boza and Pierrette Hondagneu Sotelo. 2013. "Latino Immigrant Men and the Deportation Crisis." *Latino Studies* 11 (3).

C. Menjivar and O Salcido. 2002. Immigrant Women and Domestic Violence: Common Experiences in Different Countries. *Gender & Society*

<https://www.peacepalacelibrary.nl/ebooks/files/Immigrant-Women-and-Domestic-Violence-Experiences-Menjivar.pdf>

→ **Analytical summary #7 is due by 5 pm on Tuesday, October 29, 2019.**

→ **Poster for the event due one week before our event (that is, due date is either October 30th or November 6th)**

Week 11: November 6: ODIS Event preparation week

Week 12: November 13: ODIS Event from 5.30 to 8.30 pm. Location TBD.

Week 13: November 21-24: Thanksgiving break

By November 24, 2019, you will need to re-submit work you have already completed using Foliotek. This is to ensure that you have access to your work as part of your e-portfolio. The pieces that need to be included in this submission are your Country Conditions Report, poster or other visual you presented at our event, and a photo from the event.

Week 14: November 27: Feminism as a global social movement

Some have argued that feminism is the most successful global movement for social change. But what is the relationship between feminism and globalization? How should we think about feminist critique and movements?

Lourdes Beneria *et al.* 2016. *Gender, Development and Globalization*. Chapter 6, pages 227-253. E-book available via <http://iii.library.unt.edu/record=b6215257~S12>

Desai, Manisha. 2007. "The Messy Relationship between Feminisms and Globalizations." *Gender & Society*: 797-803.

Thayer, Millie. 2000. "Transnational Feminism: Reading Joan Scott in the Brazilian Sertão." *Ethnography* 2.2: 243-271.

George Yancy. 2019. Judith Butler: When Killing Women isn't a Crime
<https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html>

Optional: Fraser, Nancy. 2009. "Feminism, Capitalism, and the Cunning of History." *New Left Review*: 97-117.
Özlem Altıok and Bihter Somersan. 2015. "Building 'a new Turkey': Gender politics and the future of democracy" (find online)

→ Analytical summary #7 is due by 5 pm on Tuesday, November 26, 2019.

Week 15: December 4: Last class meeting

Reflection Papers are due via Turnitin link under Assignments on Canvas by 11:59 pm on December 9, 2019.

Graduate student research papers are due via Turnitin link under Assignments on Canvas by 11:59 pm on December 11, 2019.