

# WGS 105 – Introduction to Women’s and Gender Studies

Spring 2022

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Meeting Times:	Mon./Wed. 3:30-4:45PM in CCC 224
Professor:	Lauren Gantz
Google Voice:	(715) 544-8999
Email:	<a href="mailto:lgantz@uwsp.edu">lgantz@uwsp.edu</a>
Office:	CCC 428
Office Hours (conducted via Zoom):	<a href="#">Tues./Thurs. 1-2PM</a> , <a href="#">Wed. 11AM-12PM</a> , by appointment

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## **LAND AND WATER RECOGNITION**

As we learn together throughout this course, we shall acknowledge the history of the lands and waters that are home to the University of Wisconsin-Stevens Point. We honor the Mamaceqtawak (The People), known today as [the Menominee](#), whose lands and waters UWSP occupies and whose citizens are [buried on university grounds](#). We honor the Hoocągra (People of the Sacred Voice), known today as [the Ho-Chunk Nation](#) of Wisconsin and [the Winnebago Tribe](#) of Nebraska, whose lands and waters UWSP occupies and whose citizens are buried on university grounds. We honor the Anishinaabeg (True People), known today as the [Ojibwe or Chippewa](#), whose citizens are buried on university grounds. We honor the Bodwe'wadmi (Keepers of the Fire), known today as the [Potawatomi](#), whose citizens are buried on university grounds.

## **COURSE DESCRIPTION**

This class is designed to introduce you to the academic field of women's and gender studies by exploring a wide range of issues that relate to gender in the contemporary world. It is an interdisciplinary course that includes readings, media, and ideas from the social sciences, from history and literature, from politics, and from the arts. We'll be looking at these cultural elements and examining institutions and theoretical ideas in order to investigate the role of gender in the ways we define and express ourselves—in all our myriad gendered identities—as humans in our world. Further, we will explore how these systems create inequities of power and privilege; we'll also study ways in which individuals and groups respond to and resist such oppression, as well as ways individuals can effect change for social justice.

The course is organized around the threshold concepts that are essential to understanding women's and gender studies. Threshold concepts can be envisioned as ideas that take you through a doorway into new learning and perception. Departing from old ways of knowing and moving toward new understanding is also sometimes called “troublesome knowledge” because such shifts in perception can be upsetting, but ultimately rewarding. I hope that you will take away many interesting ideas that will be challenging and useful, in both your academic and personal life.

### **COURSE OBJECTIVES:**

1. To introduce you to the academic field of women's and gender studies and help you gain understanding of its interdisciplinary methodology, evolution as a discipline, and changing position within the academy.
2. To relate the concepts and ideas of course materials to your own experiences.
3. To discuss, reflect upon, and analyze the intersections of gender, race, class, and sexuality.
4. To reflect critically, in discussion and in writing, on the materials and ideas of the course.

5. To explore the variety and diversity of gender perspectives and feminist thought.

In addition to the above, this course also fulfills the following objectives for the GEP U.S. Diversity requirement:

1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

## **TEXTS**

You are not required to purchase from the University Store. Used copies, photocopies, digital copies, and library copies are perfectly acceptable, provided that you read the same assigned sections of text as everyone else. If purchasing our required books will cause you insurmountable financial difficulty, please reach out to me so that I can get you access to our readings.

### Purchase:

Christie Launius and Holly Hassel, *Threshold Concepts in Women's and Gender Studies* 2<sup>nd</sup> ed.  
Toni Morrison, *Sula*

### On Canvas:

Additional readings related to the course themes (these will be uploaded and announced throughout the semester).

## **TECHNOLOGY**

**This class will utilize Canvas for distributing reading materials, participating in discussion boards, and submitting assignments. Office hours will be conducted via Zoom.** If you have not activated your UWSP e-mail account, please visit the [Manage Your Account](#) page to do so. You will use your UWSP account to login to the course from the [Canvas Login Page](#), and you will use it to activate your [UWSP Zoom account](#).

You can get training on Canvas through the [Self-enrolled/paced Canvas training course](#). Zoom also offers [live trainings](#) every day, as well as [video tutorials](#).

View this website to see [minimum recommended computer and internet configurations for Canvas](#). View this website to see [minimum recommended computer and internet configurations for Zoom](#).

## TECH SUPPORT

### UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## CLASS COMMUNICATIONS

Your UWSP email account is the university's standard method of communication with you, **and you should check it daily**. If there are any changes to our schedule I will notify you by email.

**If you have a question about the course or about an assignment that isn't confidential or personal in nature, please post it in the Course Q & A Discussion forum.** I will post answers there so that all students can view them. Students are encouraged to respond to each other's questions, too.

## INSTRUCTOR RESPONSE TIMES

If you want to reach me, **it is best to do so by email**, as I do not always see Canvas messages in a timely fashion. **Be advised that I only read and respond to email messages between 7AM-7PM Monday through Friday.** If you contact me outside of those hours, don't expect an immediate response.

I will respond to student emails within 24 hours of receiving them, except on weekends. If you contact me during the weekend, I will respond within 48 hours. If you haven't heard from me within the above time frames, please re-send your message.

## COURSE POLICIES

### COVID-19 MITIGATION

This course will follow the most current COVID-19 policies established by the University of Wisconsin-Stevens Point.

*Face Coverings*

At all UW-Stevens Point campus locations, **the wearing of face coverings is mandatory** in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations. This is university policy and not up to the discretion of individual instructors. **Failure to adhere to this requirement could result in a formal withdrawal from the course.**

### Other Guidance

- Monitor your own health daily. If you are unvaccinated, you are required to complete the [symptom screening form](#) each day you are on campus.
- If you are unvaccinated, you must complete regular testing as required by the university.
- **If you have [COVID symptoms](#), do not come to class.** E-mail me, contact Student Health Services (715-346-4646), and register for a [COVID test](#).
  - As with any type of absence, students must communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- If you are unvaccinated and have been in close contact with someone who has tested positive for COVID-19, [the university requires you to quarantine for 5 -10 days](#).
- If you are vaccinated and have been in close contact with someone who has tested positive for COVID-19, you do not have to quarantine unless you have symptoms. However, [you should schedule a COVID test within 5-7 days of exposure and monitor your symptoms for 14 days](#).

### Contact Tracing

- This course will use a seating chart to facilitate contact tracing. You will sit in the same location each class period.
- You will work in designated groups and/or pairs all semester.
- If, for whatever reason, you want to change your assigned seat, group, etc., you need to contact me to request permission.

## **ABSENCE AND LATENESS POLICY**

You will be given **three “free” absences for the semester**, which will not impact your grade. You will still be responsible for completing all assignments and readings due during such absences, and you will need to contact a classmate for lecture notes.

**Absences beyond those three will negatively impact your participation grade** (see page 10 for grading criteria).

That said, some of us may need to miss more than three classes due to testing positive for COVID or having to quarantine. **If you find yourself in this situation, or if you have other extenuating circumstances that result in more than three absences (ex: family crises, physical/mental health crises, other personal crises), reach out**

**to me.** I am willing to excuse such absences if you are in regular communication with me. You will still be responsible for completing all assignments and readings as outlined on the syllabus, and you will need to get notes from a classmate.

Finally, please arrive to class on time. If you know that you will need to arrive late or leave early, let me know in advance. Failure to notify me that you will be late will result in a tardy, barring extraordinary circumstances. **Three tardies will be considered an absence. If you are more than twenty minutes tardy to class, you will be marked absent.**

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu).

## **STATEMENT ON ACADEMIC HONESTY**

**Some of the assignments in this class will require the use of sources. When you use sources, you must cite them. In this course, we will exclusively use MLA citation.** The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an F for the course. **If you are unsure how to cite a source properly, please ask me.** Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see the [Academic Integrity Brochure](#).

## **SAFE SPACE POLICY**

**We're all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, belittlement of ideas, or belittlement of others' work.** If you need clarification, please refer to the [statement on communal rights and responsibilities](#) in the University Handbook. **If you feel unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.**

Some of the material that we cover may be triggering (i.e. produce an overwhelmingly negative physical and/or emotional response). I will always offer content warnings for such readings and/or viewings. **If you suspect that a particular assignment will be triggering to you, then contact me so that you and I can discuss how you would like to approach the material.** I am happy to offer options including: submitting that week's written work to me privately, stepping out of the classroom as needed, skipping certain sections of the reading, or completing an alternative assignment.

**If you have any concerns about the class or the material, please come and talk to me so we can try to work out a solution as quickly as possible.**

## **GUIDELINES FOR OFFENSIVE AND/OR ARCHAIC TERMINOLOGY**

Some of the materials we'll examine this semester use offensive slurs. I will always provide you with advance warning when this is the case. **If such terms are triggering to you, please let me know so that we can decide how to proceed.**

I will not replicate offensive language in lectures, discussion, or written course materials. If I must reference an offensive term, I will do so elliptically—for example, saying “n-word” or “f-word” in place of the slur. **I ask that you do the same during class discussions. Additionally, if your written work quotes a section of text that includes an offensive term, use dashes or asterisks rather than writing out the word (ex: n---- or f\*\*).** **If you are uncertain whether a term is offensive, email me to ask.** If someone accidentally replicates such a term, I will correct the error and ask them to avoid using it in the future, and/or ask the student to resubmit written work after deleting the term in question.

Some of our course materials are historical. As such, they make use of archaic terms when referring to specific minority groups. I will provide advance notice when this is the case, and I will use contemporary terminology in all lectures, discussions, and course materials. **I ask that you do the same in class discussions. Additionally, if your written work quotes a section of text that uses an archaic term, please replace it with contemporary vocabulary using brackets—for example [African American] or [transgender].** **If you are unsure of the correct terminology, please email me to ask.** If by chance someone uses an archaic term during discussion or in written work, I will correct the error and ask them to use the contemporary term in the future, and/or ask the student to resubmit written work after replacing the term in question.

## **PERSONAL EMERGENCIES**

Any student facing challenges that affect their academic performance should contact the [Dean of Students](#) for support. Such challenges may include but are not limited to the following: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or

sexual assault/harassment. If you feel comfortable, you may also notify me of your situation. In such cases, I can provide flexibility on assignment deadlines and attendance, offer an incomplete in the course, or approve withdrawal from the course.

Be advised that **I am a mandatory reporter. I can promise privacy, but not confidentiality.** I must inform the university if a student shares that they've experienced or witnessed certain events: sexual assault/harassment, incidents of hate/bias, violent crime, thoughts of or attempts to self-harm, or abuse/neglect of minors. Think carefully about whether you would like to make a report to the university before disclosing such information to any UWSP employee. If you do not want to report, but still want to let me know that you're dealing with a personal issue, you should speak in generalized terms.

Finally, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help—both on-campus and off.

## **ASSESSMENT**

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, contact me.

## **GRADING AND ASSIGNMENTS**

*Reading and preparation for class:* For all class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, before class is necessary preparation for you to be able to participate fully in, and benefit from, the class meeting. You should also take some notes on your observations and reactions.

*Attendance and participation:* You should attend class regularly and participate to the best of your ability. Class activities will include discussion and workshops. See page 10 for grading criteria.

*Short writing assignments:* These will be more in-depth pieces that ask you to apply the assigned reading material in a specific way. The details of these writing assignments will be posted in Canvas. Whatever the assignment specifics, these writings should total about 250-300 words. These must be typed (double-spaced, 1" margins, 12-point font) and brought to class, since we will use them for discussion. I will collect them at the end of the period. If you must miss class, you may e-mail them to me, but they will be marked late if sent after class.



*Class Facilitation:* Working in groups of about five, you will sign up for a class day to facilitate discussion of the readings for that day through an example that your group selects. Your group will need to:

1. Present the main concepts from the reading
2. Select and present an example to accompany the reading that helps the class actively apply one or more of the day's concepts, and
3. Prepare 2-3 discussion questions for the class regarding the topic or the reading.

*Historical Perspectives Analysis:* For this project, we will be visiting the UWSP Archives to see primary materials that will help us explore how one norm, expectation, belief, or practice related to gender has changed over time and to explore historical perspectives on gender. Details and expectations will be discussed in class and posted to Canvas.

*Novel Response Paper:* As a class, we will be reading and discussing Toni Morrison's *Sula*. After we read and discuss the novel, you will write an analysis of the book using our threshold concepts. Details and expectations will be discussed in class and posted to Canvas.

*Final Poster Project:* For your final project, you will research a topic based on your individual interest. This allows you to investigate a topic or issue that you feel passionate about and to apply our threshold concepts to that topic. Our final exam meeting for the class will be a poster session displaying everyone's research. Details and expectations will be discussed in class and posted to Canvas.

**Your grades will be determined using the following rubric:**

<b>Short Writing Assignments</b>	<b>10%</b>
<b>Class Facilitation</b>	<b>15%</b>
<b>Historical Perspectives Analysis</b>	<b>20%</b>
<b>Novel Response Paper</b>	<b>20%</b>
<b>Final Poster Project</b>	<b>25%</b>
<b>Participation</b>	<b>10%</b>

**There will be no final exam in this class.** I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100    A- = 90-92    B+ = 87-89    B = 84-86    B- = 80-83    C+ = 77-79    C = 74-76  
 C- = 70-73    D+ = 67-69    D = 64-66    D- = 60-63    F = 0-60

## Criteria for Participation

	<b>Ideal</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on or quizzed.	Gives evidence of preparation when called on or quizzed at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

### **Extra Credit Opportunities**

I will keep an eye out for relevant events that you may attend for extra credit points. If you opt to attend an event, you will need to write a one-page, double-spaced response that you email to me. Each response is worth two points applied toward your short writing assignments.

## **SUBMISSION REQUIREMENTS, LATE WORK, FALLING BEHIND:**

### *Acceptable Submission Formats*

All written work for the class **must be submitted as either a Word document or a PDF**. Canvas cannot read files from other word processing software, and URLs for Google Docs are not always accessible.

### *Late Work and Extensions*

**Late assignments will lose a full letter grade for each calendar day—not each class day—they are late.** An assignment turned in five days late is thus only worth half credit.

**Extensions are negotiable if you anticipate needing more time. To request an extension, email me at least two calendar days before the assignment is due.** We will set a new due date that must fit into the syllabus (i.e., the deadline must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it.

**Exceptions to the 48-hour policy can be made if you are dealing with unexpected or extraordinary circumstances**, such as a family crisis, mental or physical health crisis, etc. In such cases, **you still must email me ASAP to request an extension.**

**All extension requests must be submitted in writing.**

### *Expiration Dates for Missing Work*

**An assignment “expires” four weeks after its due date. Peer reviews are an exception to this policy; they expire 24 hours before the revised draft of the essay under review is due.** If you miss an assignment, you can earn at least half credit if you submit it prior to its expiration date.

**After an assignment’s expiration date has passed, I will no longer accept it and you’ll receive a zero.** This policy prohibits students from piling work up indefinitely and provides them a clearer sense of their standing in the course.

### *Falling Behind*

**If you have any trouble keeping up with assignments or readings, let me know as early as possible.** Be proactive in informing me when difficulties arise. It is your responsibility to understand when you need to ask for an extension, request an incomplete, or drop the course.

## **OTHER USEFUL INFORMATION**

The [Tutoring-Learning Center](#), located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM.

The TLC offers both synchronous and asynchronous tutoring through their [Online Writing Lab](#). I strongly encourage you to use their services. Email [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) to set up an appointment.

## **COURSE SCHEDULE**

*\* Subject to change at instructor's discretion*

<b>DATE</b>	<b>COURSE CONTENT AND READINGS</b>
MONDAY, 1/24	Introduction to the Course Establishment of Class Values and Best Practices
WEDNESDAY, 1/26	Read <i>Threshold Concepts</i> chapter 1 <b>Short Writing Assignment: complete prompts 1-2 from pg. 23</b> Sign-Up for Class Facilitation
MONDAY, 1/31	Susan Feiner, "Ways of Seeing, Thinking, and Knowing" (link on Canvas) <b>Short Writing Assignment</b> (prompt on Canvas)
WEDNESDAY, 2/2	Read <i>Threshold Concepts</i> chapter 2 <b>Group Facilitation #1</b>
MONDAY, 2/7	Watch <i>Tough Guise</i> documentary (link on Canvas) – <b>content warning for sexual assault, homophobia, misogyny, and violence</b> <b>Short Writing Assignment</b> (prompt on Canvas)
WEDNESDAY, 2/9	Read <i>Threshold Concepts</i> ch. 3 <b>Group Facilitation #2</b>
MONDAY, 2/14	Prompt for Historical Perspectives Analysis Complete Privilege Quiz (link on Canvas) <b>Short Writing Assignment</b> (prompt on Canvas)
WEDNESDAY, 2/16	<b>VISIT TO UWSP ARCHIVES</b>
MONDAY, 2/21	Writing Workshop: Crafting Strong Thesis Statements and Body Paragraphs for Historical Perspectives Analysis Example Student Essays (PDFs on Canvas)
WEDNESDAY, 2/23	<b>WRITING DAY</b>

MONDAY, 2/28	<b>ROUGH DRAFT OF HISTORICAL PERSPECTIVES ANALYSIS DUE</b> Peer Review Procedures and Tips for Good Feedback Revision Workshop
WEDNESDAY, 3/2	<b>PEER REVIEWS DUE</b> <b>INDIVIDUAL PAPER CONFERENCES</b>
MONDAY, 3/7	<b>INDIVIDUAL PAPER CONFERENCES</b>
WEDNESDAY, 3/9	<b>REVISED DRAFT OF HISTORICAL PERSPECTIVES ANALYSIS DUE</b> Read <i>Threshold Concepts</i> ch. 4 <b>Group Facilitation #3</b>
MONDAY, 3/14	Watch Kimberlé Crenshaw's TED Talk on Intersectionality (link on Canvas) <b>Short Writing Assignment</b> (prompt on Canvas)
WEDNESDAY, 3/16	Read <i>Threshold Concepts</i> ch. 5 <b>Group Facilitation #4</b>
MARCH 18-27	<b>SPRING BREAK</b>
MONDAY, 3/28	Read "Accomplices vs. Allies" (link on Canvas) Watch Dr. Omi Osun Joni L. Jones's "Six Rules for Allies" (link on Canvas) <b>Short Writing Assignment</b> (prompt on Canvas)
WEDNESDAY, 3/30	Prompt for Novel Response Paper Read <i>Sula</i> pgs. 1-29 ( <b>Content warnings:</b> child death, domestic violence, misogyny/misogynoir, racism, colorism, ableism, sexualization of children, use of racial slurs and archaic terminology) <b>Group Facilitation #5</b>
MONDAY, 4/4	Introduction to Analyzing Literature: Applying Threshold Concepts to <i>Sula</i> Read Vladimir Nabokov's "Good Readers and Good Writers" (PDF on Canvas) Read <i>Sula</i> pgs. 30-66
WEDNESDAY, 4/6	Read <i>Sula</i> pgs. 67-111 <b>Short Writing Assignment</b> (prompt on Canvas)

MONDAY, 4/11	Read <i>Sula</i> pgs. 112-137 Writing Workshop: Crafting Strong Thesis Statements and Body Paragraphs for Novel Analysis
WEDNESDAY, 4/13	Finish <i>Sula</i> Example Student Papers (PDF on Canvas) <b>Short Writing Assignment</b> (prompt on Canvas)
MONDAY, 4/18	<b>WRITING DAY</b>
WEDNESDAY, 4/20	<b>ROUGH DRAFT OF NOVEL ANALYSIS DUE</b> Prompt for Final Poster Project Revision Workshop
MONDAY, 4/25	<b>PEER REVIEW OF NOVEL ANALYSIS DUE</b> <b>INDIVIDUAL PAPER CONFERENCES</b>
WEDNESDAY, 4/27	<b>INDIVIDUAL PAPER CONFERENCES</b>
MONDAY, 5/2	<b>REVISED DRAFT OF NOVEL ANALYSIS DUE</b> <b>LIBRARY INSTRUCTION SESSION</b>
WEDNESDAY, 5/4	Poster Project Preparation/Planning Example Posters
MONDAY, 5/9	<b>POSTER PROJECT CONFERENCES</b>
WEDNESDAY, 5/11	<b>POSTER PROJECT CONFERENCES</b>
FINALS WEEK 5/16 from 2:45-4:45PM	<b>POSTER SESSION</b>