

DUE DATES:**november**

- 4 Reading example (tweet and blog post)
- 7 Current example (tweet and blog post)
- 7 Open Thread comment #2
- 7 Feedback comment #1
- 7 Share sources tweets #1 and 2
- 8 Hand in formal/informal writing folder (with worksheet + copies of all assign.)
- 8 Hand in blog/twitter worksheet
- 17/29 SOCIAL MEDIA TOOLS PRESENTATION WITH GROUP (sign-up in october)

december

- 1 Final Feminist Paper due
- 1 Hand in formal/informal writing folder (with worksheet + copies of all assign.)
- 7 This is a feminist issue because...comments #2 and 3
- 7 Open Thread comments #3 and 4
- 7 Feedback comment #2
- 7 Feminist Social Media Assessment blog post
- 7 Share sources tweet #3
- 7 Your choice tweets #1-4
- 7 All blog/twitter extra credit
- 8 Hand in completed blog/twitter worksheet

GRADE BREAKDOWN

Feminism Reflection Paper	100 points
Revised Fem. Reflection Paper	200 points
Informal Writing	150 points
Blog Assignments	110 points
Diablog	150 points
Twitter	40 points
Social Media Assessment	100 points
Participation	150 points
total	1000 points

assignment descriptions: see next pages

page 2	Informal/Formal Writing Assignments
page 3	General Blog/Twitter Assignments
page 4-5	Blog/Twitter Worksheet
page 6	Social Media Analysis, group portion
page 7-8	Diablog assignment
page 9	Final, revised feminist reflection paper

Please keep hard copies of all formal and informal writing assignments in a folder. You are required to hand in **the original feminist reflection draft** (with my comments) *and* your informal writing assignments on November 8th and December 1st, along with this completed worksheet. Your November 8th folder should include all assignments due on or before November 8th. Your December 1st folder should include all informal and formal assignments.

Assignment	Type	Date Due	Date Posted	Points
Feminist Reflection Draft	hard copy	9/22	NA	/100
Reflection paper check-in	entry	10/28		/50
Def. of feminism	tweet/entry	10/7		/25
Reading example	tweet/entry	10/17		/25
Reading example	tweet/entry	11/4		/25
Current example	tweet/entry	11/7		/25
Final Feminist Paper	hard copy	12/1	NA	/200

assignment descriptions:

1 Feminism definition posted on twitter/blog 25 points

You are required to tweet your definition of feminism. Your definition should be succinct and fit within the 140 character limit. You are also required to expand on your definition in a blog post. This blog post should include the tweet, embedded into the entry*. Here's one example of this assignment from my own blog: <http://trouble.room34.com/archives/3615>

2 Reading examples posted on twitter/blog 2@25 = 50 points

You are required to tweet two example from the readings that you support/clarify your definition/ understanding of feminism. You are also required to expand on these examples in two blog posts. Your blog posts should include the tweet, embedded into the entries.

1 Current example posted on twitter/blog 25 points

You are required to tweet one example from popular media or current events that supports/clarifies your definition/understanding of feminism. You are also required to expand on this example in a blog post. Your blog post should include the tweet, embedded in to the entry.

1 Reflection on writing process posted on blog 50 points

You are required to post a blog entry in which you critically and creatively reflect on your writing process for your feminist paper. In this post, you should briefly discuss how your definition of feminism is/isn't changing throughout the semester (based on discussions, in-class activities, readings). You should also discuss your reactions to using twitter and the blog in the writing/ revising process. You should also discuss any readings/topics that have shaped your understanding of feminism.

GENERAL BLOG ASSIGNMENTS

1 This is a feminist issue because...ENTRY

20 points

You are required to post an example of issues/current events/popular culture examples that you believe are important feminist issues or that demand a feminist analysis. While you should provide some remarks on why you chose the issue/example/event, you are not required to give an in-depth explanation. Your post is intended to offer up an example for other class members to analyze and comment on. You may post additional examples for extra credit. See the blog/twitter worksheet for details. **File under Category: This is a feminist issue...**

3 This is a feminist issue because...COMMENTS

3@10 = 30 points

You are required to post comments on why (and how) 3 different issues/current events/ popular culture examples, provided by other students, are feminist issues. Your first comment must be posted on another student's blog entry by sept 25. The other three should be posted throughout the semester, no later than dec 7.

4 Open thread comments

4@10 = 40 points

You are required to post comments on 4 of my open thread blog posts. Your comments should demonstrate a serious critical/creative engagement with the questions that I raise in my post. Your first comment must be posted as a response to my open thread entry during the week of sept 13-15. The second comment should be posted by the time you hand in your folder on nov 7. The final two comments can be posted anytime during the semester but no later than dec 7. You may post additional comments for extra credit. See the blog/twitter worksheet for details.

2 Feedback comments

2@10 = 20 points

You are required to post feedback comments on two other students' informal writing blog entries. Your first feedback comment should be posted by nov 7 and your second should be posted by dec 7.

TWITTER ASSIGNMENTS

1 Tweet about "this is a feminist issue because..."

1@5 = 5 points

Use your tweet to make a brief announcement (like a headline) of your feminist issue examples. Make sure to post a shortened link to the example (see my discussion of link shorteners on the how to tweet handout) as part of the tweet. Be creative in your tweet; try to use it to generate interest in your example. Your tweet should be posted at the same time that you post your example on the blog (by sept 23).

3 Tweets about feminist resources

3@5 = 15 points

One key purpose of twitter is to share resources with other twitter users. You are required to tweet about 3 different feminist resources that you want our class (and your other followers) to know about. Two of your tweets must be completed by nov 7 and your third one must be completed by dec 7.

4 Tweets of your choice

4@5 = 20 points

These include any tweets that are directly related to our course. You could tweet questions about the readings/assignments. Or tweet passages that you thought were particularly thought-provoking. You could also tweet announcements of upcoming events. Be creative and critical in your use of twitter. These tweets should be done throughout the semester, no later than dec 7.

NAME: _____ **ALIAS:** _____

DIRECTIONS: Fill out this worksheet and hand in a hard copy of it on 11/8 and 12/8. Also, keep track of all of your blog posts (entries and comments) and tweets by creating a document that includes links to all of them. You will be required to hand in a hard copy of this document with your filled out worksheet on 12/8.

assignment	description/title	post type	date due	date posted	points
this is fem. issue...		entry	9/23		/20
this is fem. issue...		comment	9/25		/10
this is fem. issue		comment	12/7		/10
this is fem. issue...		comment	12/7		/10
this is fem. issue...		tweet	9/23		/5
Required Open Thread		comment	9/16		/10
Open Thread		comment	11/7		/10
Open Thread		comment	12/7		/10
Open Thread		comment	12/7		/10
Feedback		comment	11/7		/10
Feedback		comment	12/7		/10
Fem. Social Media Tool		entry	sign-up		/50
Fem. Social Media Assess.		entry	12/7		/50
Share sources		tweet	11/7		/5
Share sources		tweet	11/7		/5
Share sources		tweet	12/7		/5
Your choice		tweet	12/7		/5
Your choice		tweet	12/7		/5
Your choice		tweet	12/7		/5
Your choice		tweet	12/7		/5

EXTRA CREDIT

Entries: up to 2 @ 5 points each on additional “This is a feminist issue because...” examples.

Example	Date Posted	Points (5)
1		
2		

Comments: up to 5 @ 2 points each

Open Thread Comments	Date Posted	Points (2)
1		
2		
3		
4		
5		

Tweets: up to 5 @ 1 point each

Tweet	Date Posted	Points (1)
1		
2		
3		
4		
5		

FEMINIST SOCIAL MEDIA EXAMPLE 50 points

You and 3-5 other students will critically assess one form of feminist social media and present this assessment to the class (in-class and on the blog). You will do research online in order to find a suitable example of feminist social media. Then collectively assess your example for its value as a feminist education resource. Finally, you will give a brief (about 15 minutes) presentation in class on either nov 17 or nov 29. I will distribute a sign-up sheet during Tuesday's (10.25) class.

In your presentation and blog post, you should provide the following information about your social media example:

1. Name of project/example/organization + link(s) to example
2. Who/what is it?
3. Why was it created/developed?
4. What feminist vision does it have?
5. What strategies/tactics does it use?
6. How does it use/rely on social media?
7. What are the benefits of this example? How is it useful? Helpful? Effective?
8. What are the limitations of this example? How is it not useful? How does it fail to be effective?
9. How does it help to spread feminist education?

So far in class, we have looked at several different feminist blogs and an iPhone app. Early next month, we will look at some twitter examples and some projects that use multiple forms of social media at once. In your own social media example, I encourage you to be creative--you could talk about a blog, a twitter account/hashtag/list, a facebook page, youtube channel, a smartphone app, podcast, political remix video, vidding or whatever else you can find. (note: if you are unclear if your example fits with the assignment, please contact me).

Assessment of class use of Social Media 50 points In early december (by dec 7), you are required to post a blog entry in which you reflect on the value and effectiveness of social media in our feminist class.

Here's what I wrote on the [welcome page of this blog](#):

In *Feminism is for Everybody*, bell hooks argues for the importance of feminist mass-based education in order both to counter mainstream media's overly negative representation of feminism and its goals and for sharing the positive contributions that feminist principles have made with as many people as possible (including those outside of the academy). In a chapter entitled, "Feminist Education for Critical Consciousness," hooks imagines this feminist education being spread through pamphlets, buttons, t-shirts, children's books, and television networks.

But what about feminist blogs (and social media tools like twitter) for spreading awareness?

Students in GWSS 3004: Feminist Debates at the University of Minnesota, will be using this blog and the hashtag #femd2011 to explore the limits and possibilities of developing and spreading mass-based feminist education online. In addition to contributing their own content to the meaning of feminist education (through blog posts, comments and tweets), they will be critically reflecting on a wide range of ways in which networks of feminists are already using the internet to develop and share their feminist principles and projects.

In this blog post (roughly 400 words), briefly answer the following questions:

1. What are your reactions to the above statement. How have we used social media tools in the classroom? How has it been effective? Ineffective?
2. Look over the [summary of social media tools](#) that you all came up with at the beginning of the semester. Now that you've spent a lot of time reading about/engaging with feminist social media is there anything you'd like to add?
3. What do you think is one of the biggest benefits of social media for feminist education? What is one of the biggest limitations or obstacles that feminists face when using social media?
4. Any final thoughts about the class and our focus on social media?

DIABLOG ASSIGNMENT

To foster connections between our online and offline engagements, to help us to cultivate our class community, and to give you even more opportunity to shape the class, you and 5-6 classmates will lead us in a mini diablog about the readings. The first diablog will begin on October 2, with an in-class presentation on October 6th.

WHO? 6-7 students per group

WHAT? Engage in an online and in-class discussion of the reading for the assigned week.

HOW?

- Post one reflective blog post per group member on reading 5 days prior to in-class presentation and leading of discussion (for groups presenting on thurs, you should post on sunday; for groups presenting on tues, you should post on friday)
- Engage in a dialogue through comments, more blog posts, live-tweet dialogues on days 2, 3 and 4
- Present on process/findings to class on day 5
- Post summary of process by two days after in-class presentation

WHY?

- To contribute to the larger archive of our blog
- Develop more effective understandings of the readings and feminisms/feminist debates
- Learn from each other

WHEN? Sign-up for a week. Here's an overview of a sample week, with the assignment taking place over 7 days:

Day One Carefully read assigned essay, each member posts initial blog entry

Days Two, Three, Four Engage in online dialogue with other group members

Day Five Present findings to class

Day Seven Post summary of the diablog experience as group on our blog

ASSIGNMENT BREAKDOWN:

Initial Blog Entry: graded individually, worth 25 points

You are required to post a 300-500 word entry in which you provide a brief summary and critical assessment of the assigned reading. Your entry will serve as the starting point for your engaged discussion with your group members. Your entry must be posted by Day One at 11 PM.

Posts/Comments/Tweets: graded individually, worth 60 points

(posts@20; comments@10; tweets@5) After reading each other's initial posts, you will participate in an online dialogue about the reading and your reactions/understandings. You can choose how you want to discuss the reading. However, each group member must contribute 60 points worth of participation. Here are some possible ways to earn those points:

- 1 response post (20 pts) + 4 comments (40 pts)
- 2 reflection posts (40 pts) + 2 comments (20 pts)
- 12 tweets for live-tweet conversation (60 pts)
- 6 tweets for live-tweet conversation (30 pts) + 3 comments (30 pts)

There are many possibilities for how you can engage with each other; it is up to your group to decide. Remember that the goal of this assignment is for you to collectively (and collaboratively) engage with the reading in deep and meaningful ways.

In-class Discussion: graded collectively, worth 40 points

You and your group members are required to give a brief (5-10 minute) in-class presentation on your reading and lead a 25-30 minute discussion about it on day five of your assigned week. You may present the material in whatever ways you think will be most effective in encouraging class engagement and discussion of the reading and its ideas in relation to feminist debates. This presentation should include references to/highlights of your diablog/dialogue. For your leading of discussion, make sure that you bring at least 2-3 questions to ask the class.

Summary of Diablog: graded collectively, worth 25 points

At the conclusion of your week, you will collectively/collaboratively create a summary of the key points of your discussion. This summary should be in the form of a 300-400 word blog entry. This summary post should include direct references (discussing + linking) to moments of your online diablog. It should be posted to our blog by day seven.

Some Special Instructions:

- You should file your posts under the category: diablog, subcategory: author or topic
- You should tag all entries with your alias.
- Keep track of your participation for your records. If I am unable to locate all of your posts online, I may need to get hard links for your posts/comments/tweets.

FINAL REVISED FEMINIST REFLECTION PAPER

In this 8 page paper, you should do a substantial revision of your first paper on feminism and whether or not it is necessary. Taking into consideration my comments on your first draft and our discussion of feminism (its histories, key issues, debates) in class and on the blog, this paper should reflect a more informed vision of feminism and its importance (or lack of importance).

As you are working on this revision, keep the following questions in mind: How have your definitions of feminism changed since you wrote your first paper? In what ways have our discussions/readings/films affected your understanding of feminism? (Why) is feminist/women's studies education important?

Your imagined audience should still be a friend or family member. Steer clear of over-generalized statements and make sure to ground your comments in specific examples from the readings, discussion, the blog, film or television clips, and/or your own experiences.

Basic Requirement:

8 pages, typed and double-spaced in 11 or 12 point font

Must draw upon at least **5** class readings.

Must draw upon at least **2** blog entries from the course blog.

Works cited page identifying all sources used in paper

Due Dec 1

You must draw upon five readings from the class and two blog entries from our course blog in your discussion. Drawing upon these readings and blog entries requires that you do more than mention them; you need to engage with them by fully describing how they fit with your larger argument and using them to prove your points.

You may include more readings or outside sources as well. Please list the class readings you are using, and any other sources, at the end of your paper in a works cited page. Use MLA for your works cited. See this online guide for help:

<http://owl.english.purdue.edu/owl/resource/747/01>

This revision paper is due on **Dec 1**.