

## ASSIGNMENT & Prompts

### Instructions:

1. Students: please make a little video (30-60 seconds) and upload it into the subfolder named "Introductory Videos". Video should state your name, what year you are in university, what you are studying and what you like to do in your free time. After Uploading your video, please watch the videos of all the other students.
2. All students will read the assigned readings (found in the folder), consider **the guiding questions** that we pose for each one [these questions/prompts are found in the DISCUSSION FOLDER] and then engage in a conversation with the other students.

3. Each student will participate in TWO discussions.

You will discuss ONE of the readings from Thessaloniki (named Thessaloniki Reading #1 \_\_\_TITLE and Thessaloniki Reading #2 \_\_\_Title)

AND ONE of the readings from Salem (named Salem Reading #1 \_\_\_Title and Salem Reading #2 \_\_\_TITLE)

- %2.a The structure of each discussion is to pick up on the discussion as it evolves. Students should read the discussion up to the point where they enter it and extend or continue it. The KEY is to use evidence from the readings to explore the questions/themes at hand.

- %2.b All discussions will abide by the discussion guidelines we've developed

1. "engaging fully" means reading and responding substantively to the observations and reactions of other students
2. offering specific, text-based evidence for arguments or responses and pushing each other to expand or extend conversations as the discussion develops
3. speaking only for yourself, not for any group
4. recognizing that all students are coming from discrete and different social and cultural locations **and approaching one another with a sense of \*curiosity\*** if you read something that is very different from your own response or reaction – in these situations, ask for more clarification.

- %2.c You all have access to TYPE DIRECTLY into the Discussion Documents.

**MOST IMPORTANTLY: HAVE FUN and GET TO KNOW ONE ANOTHER!!!**

## Reading Prompts/Guiding Questions

### **ROXANE GAY “Bad Feminist” (2012)**

**Student Instructions:** please engage fully with each other. The idea here is that you are building a discussion. So, before contributing, please read what has been written already and pick it up. Ask each other questions, extend, challenge, etc. Use details/evidence from the readings.

### **PROMPTS/DISCUSSION QUESTIONS.**

Gay makes the claim that she is a “bad feminist”. What does she mean by this?; What does she mean by “doing feminism wrong”?; How do race and gender factor into her thinking about feminism? (do a little research on who Gay is); At the end of the essay she makes a statement about why she won’t give up on feminism. What do you think of her final claim?; How do you position yourself vis a vis feminism?

### **“POWER” by Adrienne Rich**

**Student Instructions:** please engage fully with each other. The idea here is that you are building a discussion. So, before contributing, please read what has been written already and pick it up. Ask each other questions, extend, challenge, etc. Use details/evidence from the readings.

**Questions/Prompts:** What kind of power is foregrounded in the poem? Reflect on the relationship between women and science in the past century and the present day. How has society conditioned women’s position in relationship to knowledge, research, technology, innovation and positions of power?

What do you think of the fact that Curie was aware of the dangerous effect of radiation, yet remained dedicated to pursuing science until it destroyed her body?

“She died a famous woman”: reflect on constructions of fame today. What venues of fame are valued and promoted by the media?

### **Keeanga Yamaha Taylor “How We Get Free: Black Feminism and the Combahee River Collective”**

**Student Instructions:** please engage fully with each other. The idea here is that you are building a discussion. So, before contributing, please read what has been written already and pick it up. Ask each other questions, extend, challenge, etc. Use details/evidence from the readings.

**QUESTIONS/PROMPTS for DISCUSSION:** Taylor speaks about “interlocking oppression”: how does this shape/challenge ideas about “gender” as the/a critical mode of analysis? How does it challenge ideas about the role of gender in the lives of women of color?; What are the

connections you see between understanding the lived experiences of Black women and transforming the world we live in for justice?

**Link Again**

[Keeanga-Yamahtta Taylor: What We Can Learn From the Black Feminists of the Combahee River Collective](#)

**SANCTUARY” -poem by Donika Kelly**

**Student Instructions:** please engage fully with each other. The idea here is that you are building a discussion. So, before contributing, please read what has been written already and pick it up. Ask each other questions, extend, challenge, etc. Use details/evidence from the readings.

**Questions:** What does a sanctuary mean to you and how does it connect with femininity? What about the life forms that feature in the poem? How is female subjectivity presented in the poem and what does the tone in the poem convey? What thoughts do the words “crumple,” “tide pool,” “vanishing point,” “barking voice,” “cyclone fence” trigger?