

WOME1100 YDE Introduction to Women's Studies
Department of Women's Studies, Lakehead University
Fall 2024/Winter 2025

Instructor: Dr. Jen Chisholm

Instruction: ONLINE

Office: Ryan Building, Rm 2011 (Thunder Bay Campus)

Office hours: In- person OR virtual – Mondays, 1pm-3pm

PLEASE NOTE: My in-person office hour location is subject to current public health guidelines, and may be converted to virtual at any time. I will always communicate any changes to office hours with students via email.

Virtual Office Hours:

Join Zoom Meeting

<https://lakeheadu.zoom.us/j/93866968617?pwd=4GYGOO7puRq9FdgpXEfDuETZlDdRU.1>

Meeting ID: 938 6696 8617

Passcode: 587866

I encourage you to log on, or come and see me if you have any questions or concerns, about course material, assignments, topics or discussions.*

Email: jen.chisholm@lakeheadu.ca

Course Description

Welcome to Women's Studies 1100! This course is an introduction to the interdisciplinary field of women's and gender studies. You will be introduced to theories of feminism, while exploring a variety of topics both historical and contemporary. Throughout the course, we examine how gender intersects with class, race, age, ability and sexuality to shape our lives in complicated ways. We will explore how gender operates as an analytical category in conjunction with other categories, and study how what we consider 'normal' and permanent about gender is culturally, socially and historically produced.

Required Texts:

Margaret Hobbs and Carla Rice, *Gender and Women's Studies in Canada: Critical Terrain*, Second Edition (Toronto: Women's Press, 2018).

(Available in the LU Bookstore in both hard copy and ebook format)

Learning Objectives

At the end of this course you should be able to:

- Articulate (orally and in writing) the major concepts in Gender and Women's Studies, including feminism, intersectionality, patriarchy, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance

- Demonstrate an understanding of women’s historical and contemporary participation and contribution to social change
- Demonstrate an understanding of how Gender and Women’s Studies generates new knowledge
- Understand, synthesize and contribute to scholarly discussions in Women’s Studies through the research process and in class discussions

At the end of this course you should be able to:

- Demonstrate an awareness of some of the ways gender and sex function as well as the relationship to other categories of analysis and identity (intersectionality)
- Conduct secondary scholarly research using a variety of scholarly resources
- Communicate research results in writing clearly and effectively
- Engage in discussion regarding key issues and debates in Women’s Studies

Fall Semester Assignments:

Short Reflection Papers (2 x 10%)	20%	DUE: Oct 4 th , 2024; Nov 8 th , 2024 respectively
Online Discussion (5 x 2%)	10%	DUE: throughout term
Midterm Exam:	15%	TBD December Exam Period (instructions to follow)

Winter Semester Assignments:

Paper Proposal and Bibliography	15%	DUE: February 10th, 2023
Research Paper	15%	DUE: March 24th, 2023
Online Discussion (5 x 2%)	10%	DUE: throughout term
Final Exam	15%	TBD April Exam Period (instructions to follow)

NOTE: Both exams will be held online through our class Desire2Learn website. You need not write the exam in a particular location, you need only to have access to a secure internet connection.

On Campus Support Available to Students:

As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities.

All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at lakeheadu.ca/shw

Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

Lessons from the Pandemic

This has been an especially challenging time, with many of us struggling with the transition to online learning. I recognize that some of you might be juggling working and learning from home, as well as helping children, siblings or others in your family complete their own schooling. This can be very challenging, and we can't always anticipate what might come up. Your best practice for success is to be honest with yourself about what you need and what you can handle, and then to reach out and communicate with me (Dr. Chisholm). More than anything, I want you to learn, and be successful in this course, so I am open to working with you to find the best path for success.

Additional Resources for Students:

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>

Office of Human Rights and Equity: For students experiencing sexual and gender-based violence (SGBV), discrimination or who feel their rights have been violated. Feel free to connect with the OHRE in person, via email or by phone. <https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity>

GENERAL COURSE GUIDELINES

Email Etiquette:

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a salutation, (i.e. "hello", "dear", "To", etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will not be answered. Emails that are disrespectful will not be answered.

Every effort will be made to respond to emails within 72 hours (excluding weekends). If you have not received a response after 72 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

I will answer emails during working hours (typically 8am -5pm). I do not check emails in the evenings or on weekends – if you have sent me an email during off hours, please be mindful that I will not see it until the next work day. I encourage you all to find time in your schedule to "log off" from email and allow yourself space to relax.

Academic Accommodations:

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility Services: <http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to Dr. Chisholm.

Everyone has the right to an accessible education, and all approved accommodations will be honored, no questions asked.

Submitting Assignments:

All assignments must be submitted electronically, under the “Assignment” tab on our course D2L site. Each assignment will have its own designated folder and students are asked to submit in the appropriate folder. The best format to submit your assignments is as a .doc (Word) or .pdf file.

You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact Dr. Chisholm to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

Late Policy:

Assignments received after the due date (where the student does **not** have an approved accommodation) will be **penalized 5% per day**. Requests for extensions **MUST** be made prior to the due date and will **ONLY** be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

Style and grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

Referencing:

Assignments must be **entirely your own work**. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying citation (reference). Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation.

Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper. Because Gender and Women's Studies is an interdisciplinary subject, MLA, APA and Chicago are all acceptable citation styles for papers in this course. Ensure you are consistent with one citation style throughout.

References are essential and have four purposes: (1) they indicate the source of the "quotations," (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person's ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

Plagiarism and Academic Dishonesty:

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it.

If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online:

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the "Code of Student Behaviour and Disciplinary Procedures" from the Office of the Registrar for more information.

Use of Chat GPT and AI

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills. In this course, you are being assessed on your ability to understand and integrate knowledge with your own experiences, and to communicate this understanding in writing. AI does not have this capability. You are not expected to be perfect, you are expected to be engaged. Using Chat GPT/AI is a form of disengagement and is easily detectable when used for the assignments in this course.

Using Chat GPT or AI to write or construct papers and assignments constitutes academic dishonesty under the Student Code of Conduct. Students found to have been using Chat GPT or AI will receive a grade of zero on the assignment, without an opportunity to rewrite.

ASSIGNMENT GUIDELINES

Note: Assignments will also be discussed in audio lectures

ONLINE DISCUSSION (10% per term)

Evaluated throughout the year

Your voice is important! Engaging with course concepts alongside your peers helps your understanding of the material, as well as your ability to retain information. Online discussion boards are a way to create community and foster an engaged learning environment.

Each week, a number of questions related to the readings, lecture, and/or videos will be posted. Students have the option to respond to one (or more) questions weekly, in order to receive credit for online discussion. Students should aim to post 5 times each term (roughly once every two weeks), with each post worth up to 2%.

Each post, should include some background and explanation to contextualize the response. Posts will be evaluated on their relevancy to course material, thoughtfulness and creativity. This exercise helps students evaluate and analyze course material, and learn to develop thoughtful, pointed questions, like those you might ask in a research essay. A good discussion post will answer the question in full, be reflective, analytical and descriptive.

Discussion will be centered on the readings listed for each week on the course outline. Readings are complementary to other course components (lectures, assignments, et cetera). Students are encouraged to relate material in the readings to each other, contemporary or historical events, and/or real life examples from their experience. Ultimately, a discussion should become a forum for the analysis and expression of ideas based on evidence from the readings, and for integrating the information/ideas presented in the varied components of the course.

In evaluating the readings consider the following:

- What are the key points or ideas?
- Can you describe (in your own words) what the reading is about?
- How do the readings fit together?
- What are some common themes of the readings?
- How do they complement this week's lectures?
- How do they fit with other readings/lectures from the course?

Discussion posts require preparation which includes reading the articles and thinking critically about them before formulating a response. Posts which do not engage with the course readings and/or lecture material in a meaningful way, will not be eligible for bonus marks (i.e. if the post does not mention a reading or course concept specifically, if a post is vague or unrelated to the question being posed).

A thoughtful post that engages with the question, course material and concepts will receive 2%. A post that attempts to engage with the question, but lacks detail and/or cohesion will receive 1% (or a half percent). A post that does not meet the criteria above will not receive marks.

A Note on Participation and Discussions:

Discussions require that everyone participates (posts and listens) in an engaged and respectful way. This applies to online discussion as well. Disagreement and debate are inevitable, and productive, when we use them as opportunities for learning.

Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated. Keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many

sensitive issues and may encounter historical language no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive discussion. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated. Students should be aware that such conduct could result in removal from online discussion forums.

Short Reflection Papers (2 x 10% = 20%)

Due October 4th, 2024 & November 8th, 2024

Throughout the fall semester, students will write 3 short reflection papers, based on the week's readings and supplementary material provided for the week's listed below. Reflection papers should be approximately 2 pages in length (double spaced, 12 point font).

These assignments are designed to help students learn to develop analytical and writing skills in advance of the research essay (due during the winter semester). A good reflection paper will address a key point in that week's reading, connect it to the supplementary material (news article/blog post/video/etc), offer your viewpoint and/or provide a question (or series of questions) for further discussion.

Students will have the option to choose between two class topics for each reflection paper. The purpose here is to offer some choice as to which topic might peak the student's interest. The class topics and due dates for the reflection papers are as follows:

Block 1:

Feminisms and Diversity

OR

Accounting for Inequalities

PAPER DUE: OCT 4th, 2024

Block 2:

Making of "Difference" and Inequalities

OR

Gender Construction and Performativity

PAPER DUE: NOV 8th, 2024

Each reflection will be worth 10%, for a total of 20% throughout the semester. Check our course Desire2Learn page for a more detailed description of expectations for this assignment.

Midterm Exam (15%)

TBD

Students will complete the midterm exam online, through our course D2L site. Students will be given a window of time within which to complete the midterm. Further explanation will be provided during the last week of classes in December.

The midterm exam will be made up of short answer questions and a long answer/essay question. The midterm will be cumulative from the beginning of the course. The exam will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class.

Paper Proposal and Bibliography (15%)

DUE February 7th, 2025

For this assignment, students will develop a paper proposal for the research essay (due in March), create a list of potential sources, and provide a short description of the relevancy of each source. Students will pick a topic of interest related to the field of Gender and Women's Studies - this might be a topic we've covered in class, or one not discussed in class (Note: if you go with the second option here, it is a really good idea to make an appointment with Dr. Chisholm or one of our class Teaching Assistants to discuss your topic and ideas).

Develop a detailed 1-2 page outline of your paper including: **introductory statement, short description of the chosen topic, your research question, preliminary thesis statement, and the key points you intend to use to prove your thesis.** (A good paper will have 3-4 key points used to prove the thesis.) The proposal should form the preliminary "skeleton" for your research essay. A good research question is on a subject that will sustain your interest over the course of the research, is specific enough to limit to research so that you are able to complete in a reasonable timeframe. Your research can be global or local in orientation as well as either historical or contemporary. The question should reflect both a time period and a place or when and where things happened. This will inform your research and evaluation of the sources.

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper. This research will form the basis of your final paper and therefore you need to perform this research carefully and seriously. It requires research done primarily through the library website and in the library. (Note: You can connect to the library website off campus using the proxy server. On the Library homepage click on Connect from Home and login using your LU email address and password.)

In addition to the paper proposal, students will also provide an annotated bibliography of potential sources to be used in the research essay. Using the library you will find a variety of sources (including, but not limited to books, journal articles, and internet sites) that will be useful in writing your paper. This still requires that you critically think about the sources you find in order to evaluate whether or not they will be useful in conducting your research. The sources you identify should be provided in proper bibliographic style (MLA, APA or Chicago citation style). Your annotation should include 4-5 sentences briefly describing the source and indicating how you think it works to prove your thesis.

You are encouraged to search broadly for any potential sources. You need to ensure that all of your sources have a connection to your topic and that they are scholarly, academic sources.

Each bibliography must include (at least):

2 books

2 journal articles

2 online sites (specific, educational sites related to your topic – not Wikipedia or the like. Look for websites ending in .edu and .org or containing .gov OR reputable newspaper and magazine articles relevant to your topic)

Please note: Course materials cannot be used for this assignment

Another purpose of this assignment is to provide you with some feedback on your research question and thesis statement prior to the writing of the research essay. Pay close attention to the suggestions provided by the grader and work to incorporate them into your final essay.

Research Paper (15%)

DUE March 21st, 2025

Your final research paper builds upon the proposal and bibliography submitted earlier in the term. Be sure to pay close attention to the feedback that you received from that assignment to ensure that you are able to produce your best work. Please note: changes of research paper topic after the proposal and bibliography are submitted is HIGHLY DISCOURAGED. Your paper should be about 2000 words (6-8pgs double spaced), 12 point font, one inch margins, a works cited page including all sources used in the essay in proper citation style.

Your research paper should follow the same format as identified for your outline. The introductory section should include an introductory sentence, a clearly stated research question, a thesis statement (or what your main argument will be) and an indication of the key points or subtopics that will be addressed in the paper. In the main body of the paper you should sequentially develop your key points providing evidence throughout from the books and academic articles you have read on your topic.

Each major topic should be a separate paragraph and all information in that paragraph should clearly link to the topic. Your paper should end with a strong conclusion that restates your main points and ties up your argument.

As noted in the general guidelines above, proper referencing is mandatory for academic research papers. References must be given for all information you have taken from other sources whether you are directly quoting, or paraphrasing in your own words. Either MLA, APA or Chicago format can be used. Carefully check that all of your sources are fully cited in the body of the paper (author, year of publication and page number) and also that all of your sources are listed alphabetically and with full information in the bibliography.

Leave sufficient time before the due date to carefully proofread and edit your paper. Pay particular attention to spelling and grammar. Use your computer spellcheck as a first step, but remember that the computer program will not catch most grammatical errors, nor will it catch many common spelling errors. For example, the spell check program will not flag words for which spelling is context dependent, such as “principal” and “principle,” or “their” and “there.” You will need to do your own careful proofreading to catch such errors. If you are uncertain about a word spelling please take a few seconds and consult an online dictionary to get the correct spelling and usage. Similarly, online grammar sources or reference texts in the LU library should be consulted for questions of grammar. Assistance can also be found at the Student Success Centre, however, during busy term time, there may be delays in accessing help.

Exam (15%)

TBD

Students will complete the final exam online, through our course D2L site. Students will be given a window of time within which to complete the exam. Further explanation will be provided during the last week of classes in April.

The final exam will follow a similar format to the midterm. Students will be asked to synthesize material from throughout the course, however specific questions will address material from the second term (January-April). The exam will incorporate all learning from lectures, readings, discussion, and assignments. A detailed overview of the exam will be done during the last week of class

A Note on Content:

Please be aware that some of the material we are reading is of a sensitive nature. Some readings may be upsetting, disturbing and/or relatable to our own experiences. I ask that we all use respectful language and be sensitive of one another during our discussions. While thoughtful self reflection is encouraged, students should be mindful that class discussions are public and not always the best place to disclose. Please feel free to reach out to Dr. Chisholm and/or course Teaching Assistants for support, or consult any of the campus resources listed above (page 2).

WEEKLY READING SCHEDULE

Week 1: September 3rd-8th, 2024

Welcome and Introduction: Why Gender and Women's Studies? What Is Feminism?

Readings: Chapter 1, Chapter 2, Snapshots & Soundwaves 1

Week 2: September 9th – 15th, 2024

Feminism and Diversity

Readings: Chapter 3, Snapshots & Soundwaves 2, Snapshots & Soundwaves 3, Chapter 4, Chapter 5

Week 3: September 16th – 22nd, 2024

Intersectionality

Readings: Chapter 6, Snapshots & Soundwaves 4, Chapter 7, Chapter 8, Snapshots & Soundwaves 5, Snapshots & Soundwaves 6, Chapter 9

Week 4: September 23rd – 29th, 2024

Accounting for Inequalities

Readings: Chapter 10, Snapshots & Soundwaves 7, Chapter 11, Snapshots & Soundwaves 8

Week 5: September 30th – October 6th, 2024

Constructions of Sex and Gender

Readings: Chapter 12, Activist Art 1, Chapter 13, Chapter 14, Snapshots & Soundwaves 9, Chapter 15

****Short Reflection Paper #1 DUE OCT 4th, 2024****

Week 6: October 7th – 13th, 2024

The Making of “Difference” and Inequalities

Readings: Chapter 16, Chapter 17, Snapshots & Soundwaves 10, Activist Art 2, Snapshots & Soundwaves 11, Chapter 18, Activist Art 3

*****Fall Reading Break - October 14th – 20th, 2024: No Classes*****

Week 7: October 21st – 27th, 2024

Gender Construction and Performativity

Readings: Chapter 19, Snapshots & Soundwaves 12, Snapshots & Soundwaves 13, Chapter 20, Snapshots & Soundwaves 14, Snapshots & Soundwaves 15, Chapter 22

****Please note that Chapter 21 is NOT required reading, though it is recommended****

Week 8: October 28th – November 3rd, 2024

The Construction of Sexuality

Readings: Chapter 23, Snapshots & Soundwaves 16, Chapter 24, Snapshots & Soundwaves 17, Chapter 25, Chapter 26

Week 9: November 4th – 10th, 2024

Gendered Identities

Readings: Chapters 27, Chapter 28, Activist Art 4, Snapshots & Soundwaves 19, Chapter 29, Chapter 30, Snapshots & Soundwaves 20

****Short Reflection Paper #2 DUE NOV 8th, 2024****

Week 10: November 11th – 17th, 2024

Histories and Legacies of Colonialism and Imperialism

Readings: Chapter 31, Activist Art 5, Chapter 32, Chapter 33, Snapshots & Soundwaves 21, Activist Art 6, Chapter 34, Snapshots & Soundwaves 22, Activist Art 7

Week 11: November 18th – 24th, 2024

Indigenous Women: Resistance and Resurgence

Readings: Chapter 35, Chapter 36, Chapter 37, Chapter 38, Chapter 39, Chapter 40

****Short Reflection Paper #3 DUE NOV 22nd, 2024**

Week 12: November 25th – December 1st, 2024

Midterm Exam Review

****Midterm Exam - ONLINE*****

WINTER BREAK: TBD

Week 1: January 6th – 12th, 2025

Cultural Representations and the Creation of Desire

Readings: Snapshots & Soundwaves 23, Snapshots & Soundwaves 24, Snapshots & Soundwaves 25, Chapter 41, Snapshots & Soundwaves 26, Chapter 42, Snapshots & Soundwaves 27

Week 2: January 13th – 19th, 2025

Regulating Bodies and Desires

Readings: Snapshots & Soundwaves 28, Chapter 43, Activist Art 8, Chapter 44, Snapshots & Soundwaves 29

Week 3: January 20th – 26th, 2025

Beauty Projects: Conformity and Resistance

Readings: Chapter 45, Snapshots & Soundwaves 30, Chapter 46

Week 4: January 27th – February 2nd, 2025

Politics of Health: From Medicalization to Health Care Reform

Readings: Chapter 47, Snapshots & Soundwaves 31, Chapter 48, Snapshots & Soundwaves 32, Snapshots & Soundwaves 33, Chapter 49, Chapter 50

Week 5: February 3rd – 9th, 2025

Reproductive Rights and Justice

Readings: Chapter 51, Chapter 52, Chapter 53, Chapter 54, Snapshots & Soundwaves 34

****Paper Proposal and Bibliography DUE FEB 7th, 2025****

Week 6: February 10th – 16th, 2025

Gender Violence

Readings: Chapter 55, Chapter 56, Snapshots & Soundwaves 35, Chapter 57, Chapter 58, Snapshots & Soundwaves 36, Activist Art 9, Snapshots & Soundwaves 37

*****Winter Reading Break February 17th – 23rd, 2025: No Classes*****

Week 7: February 24th – March 2nd, 2025

Gender and Globalization

Readings: Snapshots & Soundwaves 38, Snapshots & Soundwaves 39, Chapter 59, Chapter 60, Chapter 61, Chapter 62

Week 8: March 3rd – 9th, 2025

Gender, Migration and Citizenship

Readings: Snapshots & Soundwaves 40, Chapter 63, Chapter 64, Chapter 65, Chapter 66

Week 9: March 10th – 16th, 2025

Poverty and Homelessness in Canada

Readings: Chapter 68, Chapter 69, Chapter 70, Chapter 71, Snapshots & Soundwaves 41, Snapshots & Soundwaves 42, Chapter 72, Chapter 73

****Please Note Chapter 67 is NOT required reading, though it is recommended****

Week 10: March 17th – 23rd, 2025

Feminist and Social Justice Movements in North America

Readings: Snapshots & Soundwaves 43, Chapter 74, Chapter 75, Snapshots & Soundwaves 44, Snapshots & Soundwaves 45, Chapter 76, Snapshots & Soundwaves 46

****Research Essay DUE MAR 21st, 2025****

Week 11: March 24th – 30th, 2025

Transnational Feminisms: Challenges and Possibilities

Readings: Chapter 77, Chapter 78, Chapter 79, Activist Art 10, Chapter 80, Snapshots & Soundwaves 47

Week 12: March 31st – April 6th, 2025

Exam Review

Course Reflections and Exam Review

****Final Exam – ONLINE - TBD****

Looking forward to a great year together!