

# Transnational Women's Movements

GWS 224  
Fall 2019

Tuesdays 7:00-9:45 p.m.

New London Hall 400

Professor: Ariella Rotramel

E-mail: [arotrame@conncoll.edu](mailto:arotrame@conncoll.edu)

Phone: 860-439-2858

Office Hours: Thursdays 1:00-2:00 p.m.

## Course Description

This course examines the theory and practice of women's transnational movements. We learn about the range of demands for social justice and usage of alliances to pursue their agendas. An emphasis is placed on understanding questions of gender justice intersectionally. This approach includes the recognition and respect for the complex lived experiences of people globally. We examine the dynamic challenges that these realities and perspectives present activists.

Our course starts with the building of a global women's movement in the latter part of the 20th century and its engagement with international organization such as the United Nations, World Bank, and International Monetary Fund. We learn about how activists engaged each other across differences of region, class, and race, as well as the different types of leadership and politics they have embraced. Case studies addressing reproductive justice, environmental activism, refugees' rights and post-conflict politics, femicide, and digital activism complement our course assignments to deepen our learning about social movements across the globe.

## Learning Goals

This course serves the following department learning goals:

- Analyze course content and complete assignments using interdisciplinary techniques;
- Demonstrate self-reflexivity about one's ideas as well as one's social and political position within systems of oppression and privilege in national and transnational contexts; and
- Describe the similarities and differences of a broad range of intersectional feminist and queer theories and practices in their specific historical and cultural contexts.

Our course-specific learning goals are:

- Understand and engage scholarship, advocacy efforts, and popular representations of transnational women's movements;
- Develop an intersectional understanding of major gender and sexuality-related social issues;
- Learn how to use Google Maps, research activism in a particular region of the world, and create accurate, accessible content for the course's map; and
- Make global-local connections through participation in the 16 Days campaign.

## Office Hours

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end. If you cannot make my office hours, contact me to schedule an appointment. If a professor knows your interests, we may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their office hours.

# Course Policies

## Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

## Late Assignment and Extra Credit Policy

Late assignments will receive a deduction of one letter grade per 24-hours. Extensions may be requested with timely notification. This course does not have extra credit work as students are expected to consistently dedicate themselves throughout the semester towards the course's core components.

## Universal Learning and Full Participation

I am committed to the principles of universal learning and full participation. All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

## Lateness and Attendance Policy

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. More than three unexcused absences will result in a failing grade for the course. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. If you do miss a class, please first contact a classmate to go over the content you missed and based on the day's focus, contact me if you cannot make my next office hours and need to schedule a meeting. For a typical absence such as a cold or migraine, I do not need to be informed of the specific issue unless there is an emerging challenge that we need to address.

## Course Technology and Preparation Policy

My [guide](#) provides background on using Google Drive, reading and notetaking best practices, and class technology expectations. For this course:

- You are responsible for bringing the day's reading to class, either in its digital or print version. If you choose to use digital materials, you are expected to not use your device for non-class activities and will have browser windows, apps, etc. closed during class.
- You will use a notebook to class that includes both readings of assigned materials and class content.
- We often use technology for class activities and you will regularly bring a charged laptop or tablet to class.
- Your phone is off or in airplane mode during class. Please check in with me before class if there is a reason that an exception needs to be made for the day.
- Texting and phone apps should be turned off on your laptop or tablet when you are in class.
- You are responsible for meeting these expectations. Students who do not consistently and respectfully follow the course technology policy will have their participation grade negatively impacted and may be asked to put away and/or not use any technology in class.

# Class Dynamics

## Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, our department encourages gender-inclusive and non-sexist language. This goal reaffirms Connecticut College's commitment to full participation by fostering an inclusive and welcoming environment where intellectual dialogue can flourish. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive and non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identities, and recognizes the difference between assigned sex and gender identity. I will ask students to share their pronouns and names at the beginning of the semester and all gender identities should be affirmed and respected by everyone in the course. If, at any point during this class, you would like me to use a different name or pronoun in addressing, please email me. (adapted from GSWS @ Pitt accessed 12/29/2017 with permission)

## Class Collective Expectations

As a class, after we introduce ourselves and review the syllabus, we develop a set of shared expectations we have for our collective work. We refer back to this document and refine it throughout the semester. This document communicates our investments in the course, our learning needs, and how we intend to most productively interact with each other.

## Content Warning and Class Climate

Our course readings and classroom discussions will often focus on mature, difficult, and challenging topics. As with any course in our department, course content is often political and personal. Readings, films, online content, exercises, and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the class; some of us will have emotional responses to our peers' understanding of course content; all of us are responsible for creating a space that is both intellectually rigorous, respectful, and inclusive. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities, resources, and experiences position us in the classroom. As your professor, I am responsible for classroom management and the pedagogical approaches used during the semester that are based on my expertise.

If you are struggling with the course materials, here are some tips:

- Read the syllabus so you are prepared in advance.
- You can approach me at office hours or make an appointment if you would like more information about a topic or reading.
- If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed.
- If you need to leave or miss class, you are still responsible for the work you miss.
- If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center (adapted from the GSWS@Pitt 2017 website with permission).

## Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

# Assignments

## Grading

Your final grade is based on your performance in class and course work.

Excellent	Good	Average	Below Average	Failing
A = 100-93	B+ = 89-87	C+ = 79-77	D = 69-60	F= 59 and below
A- = 92-90	B = 86-83	C = 76-73		
	B- = 82-80	C- = 72-70		

### Assignment

Dates  
%

### Course Engagement

Ongoing  
30%

### Mapping Project

August 27- October 28  
45%

### 16 Days Campaign

November 12-December 16  
25%

## Course Engagement (30%)

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading.

As this is a seminar course, you must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronics in class is solely for work related to our course.

As necessary, we will utilize in-class writing exercises based on course readings' themes. These exercises are designed to assess your completion and comprehension of the day's readings. I will assess your work on these exercises and track your performance throughout the semester. You will not be able to make up missed exercises.

A final element of class engagement is sharing on our course schedule **a weekly comment** with at least **one news article** that connects to the day's reading and **one resource** (article, video, blog, meme, etc.) things or broader course themes.

*Further guidelines are provided during the semester for each of the following assignments.*

## Mapping Project

Our class develops an online map featuring a range of locations across the globe that are significant to the study of transnational women's movements. You are introduced to using Google Maps, research and create content focused on a particular issue, and provide peer support to classmates.

## 16 Days Campaign

Our class reviews the 16 Days Campaign's history and approach. As an international campaign against gender-based violence, it has brought together activists since 1991. We identify how we can participate in the campaign at Connecticut College and online, and create a project collectively.

# Course Texts & Resources

## Course Texts

Please contact Ashley Hanson (abpow@conncoll.edu) with questions about accessing e-books or article through our library. A copy of the print book is available on reserve at Shain library. Confirm the ISBN before ordering elsewhere. All other sources are available via syllabus links and/or as PDFS via our Google Drive folder. All assigned course texts must be brought to class as digital or print material.



Antrobus, Peggy. *The Global Women's Movement*. London: Zed Books, 2004. ISBN: 9781842770177. Available as a library e-book, on reserve, and in print.

## Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at [ashley.hanson@conncoll.edu](mailto:ashley.hanson@conncoll.edu) and her campus phone is x2653.

## Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Please visit it or call 860-439-5294 for more information or to schedule an appointment.

## Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer the Center can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer it can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

## The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining high standards of scholarship in our community. Academic dishonesty is a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

# College Resources

## Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

## Student Health Services

Student Health Services, located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

## Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

- \* Evaluation
- \* Individual and group counseling
- \* Crisis intervention services
- \* Psycho-educational forum
- \* Outreach and consultation to the College community
- \* Psychopharmacological evaluation and medication management
- \* Referral to off-campus clinicians for specialized and/or intensive treatment

Connecticut College Student Counseling Services has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.

## Title IX Statement

It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Rachel Stewart, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Heidi can also help you access other resources on campus and in the local community. You can reach Rachel at 860-439-2219 or rstewart1@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Fanning 110.

# Transnational Women's Movements

## Course Schedule (updated regularly during the semester)

- Homework for day of class
- ★ In-class activities
- Assignment tasks

### Tuesday, August 27

- ★ 7:00-7:30 Introduction to content and resources w/ Rachel Stewart
  - <https://www.conncoll.edu/title-ix/>
- ★ Introduction to [Mapping Project Assignment](#)
- ★ [United Nations, Convention on the Elimination of All Forms of Discrimination against Women](#)
  - [https://www.americanbar.org/advocacy/governmental\\_legislative\\_work/priorities\\_policy/promoting\\_international\\_rule\\_law/humanrightslobbyday/CEDAW/](https://www.americanbar.org/advocacy/governmental_legislative_work/priorities_policy/promoting_international_rule_law/humanrightslobbyday/CEDAW/)
- ★ [The World's Women 2015](#)

### Tuesday, September 3

- [Bunch, "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights" 486-498](#)
- [Narayan, "Essence of Culture and a Sense of History," 86-106](#)
- [United Nations, The World's Women 2015 Report, Executive Summary, iii-xiv](#)

- ★ Mapping Project Library Research Session w/ Ashley Hanson

- Review assignment and brainstorm ideas for your research focus.

Monday, September 9 @ 5:00 p.m.	Tuesday, September 10
Topic Proposal Due	<input type="checkbox"/> <a href="#">Antrobus, Abbreviations-The Global Women's Movement...ix-27</a>

	<input type="checkbox"/> <a href="#">Antrobus, Global Contexts... 28-36</a> <input type="checkbox"/> <a href="#">Antrobus, A Decade for Women, 37-66</a>
	★ 7:45-9:45 p.m. Archives-based Mapping Project Points Workshop with Rose Oliveira <ul style="list-style-type: none"> <li>○ We're using this spreadsheet to create points - <a href="https://docs.google.com/spreadsheets/d/1nily1m0aKHNUU92yQeSV64yet4LNw8ELg4ixoZoYAqU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1nily1m0aKHNUU92yQeSV64yet4LNw8ELg4ixoZoYAqU/edit?usp=sharing</a></li> </ul>

### Tuesday, September 17

<input type="checkbox"/> Watch <a href="#">Paradoxes of Neoliberalism</a> <input type="checkbox"/> <a href="#">Antrobus, The Lost Decade, 67-79</a> <input type="checkbox"/> <a href="#">Antrobus, It's about Justice, 80-108</a> <input type="checkbox"/> <a href="#">Sassen, "Economic Cleansing: Failure Dressed in Fine Clothing," 673-687</a>
★ In-class One-on-One Check Ins re: Proposals

### Tuesday, September 24

<input type="checkbox"/> <a href="#">Antrobus, Political Strategies and Dynamics... 109-136</a> <input type="checkbox"/> <a href="#">Antrobus, The New Context, 137-163</a> <input type="checkbox"/> <a href="#">Antrobus, Leadership for Moving Forward and Epilogue, 164-186</a> <input type="checkbox"/> Post your <a href="#">reading response</a> items
★ Annotated Bibliography Workshop ★ Writing Exercise 9.24.19 <ul style="list-style-type: none"> <li>○ Prompt: Drawing upon your notes, explain three key takeaways from Antrobus' book about the global women's movement. Highlight points that are new or deepen your understanding of activism, its context, and history.</li> </ul>

<b>Tuesday, October 1</b>	<b>Tuesday, October 8</b>
Fall Break - No Class	Yom Kippur - No Class

- Complete the annotated bibliography
- Draft your point entries in a word doc

As our class does not meet for two weeks, please attend office hours or make an appointment with Professor Rotramel or Ashley Hanson if you have any questions or concerns.

Monday, October 14 @ 5:00 p.m.	Tuesday, October 15	Friday, October 18 @ 5:00 p.m.
Annotated Bibliography Due	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Ana María García, <a href="#">La Operación</a> (40 minutes) - take detailed notes, identify key statements, facts, themes</li> <li><input type="checkbox"/> <a href="#">Briggs et al, "Reproductive Technologies and Reproductive Justice," 102-125</a></li> <li><input type="checkbox"/> <a href="#">Lopez, "Agency And Constraint: Sterilization And Reproductive Freedom," 299-323</a></li> <li><input type="checkbox"/> <a href="#">Silliman et al, "Women of Color and Their Struggle for Reproductive Justice," 1-23</a></li> </ul>	<p>Add all points to the class share spreadsheet</p> <p>Send an email to Prof. Rotramel with your image/video links</p> <p>Prof. Rotramel will connect the spreadsheet to Google Maps</p>
	★ In-class screening of Renee Tajima-Peña, <i>No Más Bebés</i>	

### Tuesday, October 22

- ★ [Mapping Project Class Presentations and Review at Visualization Wall, Shain Library Basement](#)
- ★ Coffee and dessert will be served - please bring at least one friend as an audience

Monday, October 28 @ 5:00 p.m.	Tuesday, October 29
Mapping Project Reflection Due	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Engelhaupt, Erika, "Happy Birthday, Love Canal," <i>Environmental Science and Technology</i>, 8179–8186</a></li> <li><input type="checkbox"/> <a href="#">Newman, Rich, "Making Environmental Politics: Women and Love Canal Activism," 65-84</a></li> <li><input type="checkbox"/> <a href="#">Hay, Amy M., "Recipe for Disaster: Motherhood and Citizenship at Love Canal," 111-134</a></li> </ul>
	<ul style="list-style-type: none"> <li>★ Environmental Justice I w/ <a href="#">Tanya Schneider, Associate Professor of Chemistry</a> 7:00-8:30 p.m.</li> <li>★ In-class reading and discussion of public chemical information</li> <li>★ Brainstorming and initial planning for 16 Days Project - 8:45-9:45 p.m. <a href="https://16dayscampaign.org/wp-content/uploads/2019/10/2019-Global-16-Days-Campaign-Guide-Final.pdf">https://16dayscampaign.org/wp-content/uploads/2019/10/2019-Global-16-Days-Campaign-Guide-Final.pdf</a></li> </ul>

Tuesday, November 5	
<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Northbridge, Mary E. and Peggy M. Shepard. 1997. "Comment: Environmental Racism and Public Health." <i>American Journal of Public Health</i> 87, no. 5: 730-732.</a></li> <li><input type="checkbox"/> <a href="#">Gaard, Greta, "Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminist Environmentalism," 26-53</a></li> <li><input type="checkbox"/> <a href="#">Pulido, Laura, "Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence," 524–533</a></li> <li><input type="checkbox"/> <a href="#">Lim, Xiaozhi, "Grinding chemicals together in an effort to be greener"</a></li> </ul>	
<ul style="list-style-type: none"> <li>★ Environmental Justice II w/ <a href="#">Tanya Schneider, Associate Professor of Chemistry</a> 7:00-8:30 p.m.</li> </ul>	
<p>➤ Research, read, and share with class one <a href="#">news story</a> (choose a source a green box outlet - analysis or above and within the skews right/center/skews left) from a reliable media source. Share the author, title, and link to your news story by Monday, November 4 by 9:00 a.m. to <a href="#">our shared document</a>. Read the two articles shared by Professors Schneider and Rotramel, along with your own reading. Feel free to read more if you have time! [this activity replaces the weekly news article and resource comment]</p>	

**Tuesday, November 12**

- [Memela, Sinenhlanhla and Brij Maharaj, "Refugees, Violence and Gender: the Case of Women in the Albert Park Area..." 429-443](#)
- [Keskinen, Suvi, "The 'crisis' of white hegemony, neonationalist femininities and antiracist feminism," 157-163](#)
- [Erickson, Jennifer, and Caroline Faria, "'We Want Empowerment for Our Women': Transnational Feminism, Neoliberal Citizenship..." 627-652](#)

**Tuesday, November 19**

- [Leal, Lourdes Godínez, "Combating Impunity and Femicide in Ciudad Juárez," 31-33](#)
- [Ensalaco, Mark, "Murder in Ciudad Juárez: A Parable of Women's Struggle..." 417-440](#)
- [Sandell, Jillian, "The proximity of the here and the urgency of the now: Lourdes Portillo's \*Señorita Extraviada\*," 454-467](#)

- ★ 8:30pm Class Visit w/ Rachel Stewart for 16 Days Project
- ★ In Class Screening of Lourdes Portillo, *Señorita Extraviada*

**Friday, November 22-Friday, November 29 - [Discussion Doc](#)**

- [García-Del Moral, Paulina, "The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional..." 929-954](#)
- [Hargreaves, Allison "Finding Dawn and Missing Women in Canada: Story-Based Methods in Antiviolence..." 82-111](#)
- [Ling, Justin. "Canada Reckons with Genocide."](#)
- Watch [Christine Welsh, \*Finding Dawn\*](#)

**Tuesday, December 3**

- [Khoja-Moolji, "'Becoming an 'Intimate Publics': Exploring the Affective Intensities of Hashtag Feminism," 347-350](#)
- [Eagle, "Loitering, Lingering, Hashtagging: Women Reclaiming Public Space Via #BoardtheBus, #StopStreetHarassment..." 350-353](#)

- [Mendes, Kaitlynn, Jessica Ringrose, and Jessalynn Keller, “#MeToo and the promise and pitfalls of challenging rape culture...” 236-246](#)
- [Matos, Carolina, “New Brazilian feminisms and online networks: Cyberfeminism, protest and the female ‘Arab Spring,’” 417–434](#)

- ★ 6:30-8:00 pm 16 Days Event
- ★ 8:15-9:45 pm Event Debrief, Reading Discussion, and ACE

**Thursday, December 12 at 9:00 a.m. to Monday, December 16 at 12:00 p.m.**

- Final 16 Days Reflection - turn in to your Google Student Work Folder