

The assignment prompt

GROUP PROJECT – 15% - READ BELOW

You will be required to facilitate a class discussion based on the day's readings and class material, as well as on a historical or current event (protest, movement, law, case study, performance/art, etc.) to which you can apply an intersectional feminist lens. As part of your project, you will write a 2–3-page analysis as a group offering in-depth analysis of this event you chose and its intersectional feminist lens application. In groups of 3 max. and one group of 4, you all will be the “teachers” for the day, leading a 25-minute class discussion:

- Readings: summarize the readings for that day of class. Always give background information about the authors and artists you are presenting on. Pick 1-2 passages that best describe what you got from the content of the reading and apply it to your presentation.
- Videos and/or links: whatever is due for that day as homework AND whatever is listed under the day for "in-class" material MUST be discussed in your presentation.
- Introduce yourselves and the topic(s) you will be presenting on
- Ask one reflection question to the class first thing, based on your readings and viewings for that day (this is the “hook” of your presentation)
- Present your discussion: PowerPoint slides, performance, video, interview-format where you interview each other, roundtable discussion, roles you each create (for example, one is the teacher, the other a coach, etc.), etc.
- This is where you put the critical thinking skills into practice. Use the language you are learning and if you are unsure of how to name something, please ask the professor!
- Include an activity for the class to engage further with the material you are presenting (participation-based, we can do breakout rooms too)
- Conclude with Q&A: 1-2 questions
- I, the instructor, will bring things together before class ends

**the 2-3 page analysis written as a group will be graded and uploaded to Moodle for the day the presentation takes place. The 2-3 pg. analysis should include:

- Detailed information about the current or historical event and the socio-political context of the event
- What theoretical tools, course material, concepts, etc. that we have learned in class help you understand what this moment/event/situation is doing?
- Not just what it is, but what it does in relation to intersectional feminisms

Grade Breakdown

Every group member will each have the opportunity to get 15 points. As a group, you each have to put in the time, effort, and care for the project. Share emails, phone numbers, contact information in order to stay in touch throughout the process. In previous classes, the best groups are the ones that find time to actually meet in person.

15 points are distributed based on: research prior to class discussion; input on the project itself; presentation: speaking, engaging class and material. **depth of understanding of the material you are presenting. Did you do the readings? Did you analyze accordingly? Questions you are interested in engaging with the class and yourself

In order to get your points, EACH group member must submit the presentation (format is up to you) to Moodle in order to get your 15 points individually. Submit it the DAY of your presentation. NO late submissions accepted.

If you have any questions, reach out to me.
Enjoy!