

## BLHS-064-01- Warrior Women: Antiquity to Wonder Woman

**Dates**: Wednesdays: August 25-December 17, 2021; 5:20pm-7:50pm, Classroom: SCS Room: TBD

**Location**: This course takes place on-site at the Georgetown University School of Continuing Studies building located at 640 Massachusetts Ave NW, Washington, DC 20001. Additionally, Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. To learn more about Canvas, please go through the [Canvas Guide for Students](http://guides.instructure.com/m/4212).

**Faculty**: Janet E. Gomez, Ph.D.

**Contact Information**: janet.gomez@georgetown.edu

**Virtual Office Hours**: Via Zoom Tuesdays 5 pm-7 pm or by appointment.

## COURSE DESCRIPTION

What is a warrior woman? What are her origins or her characteristics? What makes a woman a warrior? How do warrior women stand apart from the image of what society deems socially acceptable for a woman to be and behave? This course will trace the origins of the figure of the warrior women from ancient times through today’s pop culture, with particular focus on the superheroine, *Wonder Woman*, who is arguably the best modern-day example of the evolution of the Amazon virago from the pages of epic poetry. The course will reflect on the changes and challenges of gender normality and identity with regards to the figure of the warrior woman and how they reflect the social, political, and cultural climate of the time.

## COURSE STRUCTURE

This class will have a thematic approach rather than a strictly chronological one. This approach will allow students to engage with the topic across a variety of genres and themes. The course is divided into four parts. The first part will involve investigating the literary origins of the warrior woman beginning with the Greeks and Romans. Greek mythology states that the “amazons” were the first group of women warriors. The term “amazons” has many meanings including but not limited to: “ without breast” and “women who fight alongside men.” In addition to discussing the nuances of the term itself, the class will focus on a few examples of Amazonian warrior women and trace their myth and reception through time. Specifically, we will focus on how Penthesileia and Camilla are then absorbed into the Western literary canon. They each receive their biographies in Giovanni Boccaccio’s *Famous Women*, the first biography on famous women in history. We will also discuss Christine de Pizan’s *City of Ladies* as a female reaction against Boccaccio’s work.

From here, we will then move to the second part of the course on warrior women of the Renaissance and how the pen becomes part of the warrior woman’s artillery. Among several examples, we will discuss Joan of Arc’s history and legacy in literature, politics, and pop culture.

Thirdly, we will transition to warrior women in pop culture and media where we will focus primarily on the Amazon-inspired superheroine, *Wonder Woma*n, and her influence on social justice, media, and culture.

The last part of the course will look at modern case studies and reflect once again on the initial question of the course- “What is a warrior woman?” -and how that definition may have changed for students during the semester.

## COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

* Analyze the characteristics that make a “warrior woman” from examples in antiquity to modern times in a variety of interdisciplinary genres (literature, film, and media).
* Explain how history, literature, and media play a role in determining what makes a warrior woman.
* Reflect on the multiplicity of the figure of the warrior women and how that contributes to politics, culture, and social justice.
* Express in writing and discussions an understanding of the variety of perspectives and challenges presented in depictions of warrior women.
* Create a new definition of “what is a warrior woman” and apply that definition by researching a “warrior woman” of your choice not covered in the course.

## REQUIRED READINGS

The following are the required reading material for this course:

All required readings are listed in the schedule below. There are no books for purchase as all material can be found electronically via Georgetown e-reserve/library or in PDF format which will be made available on the course Canvas page.

Some materials will require access to Amazon Prime, Hulu, or other video streaming services. Most of these services have free trials.

## COURSE REQUIREMENTS

### Technical Requirements

As part of your learning experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course, we will use VoiceThread, TurnItIn, and Zoom.

* VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others’ presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here](https://georgetown.instructure.com/courses/221/files/931208/download?verifier=0HKK42XTKw0f9aO2RLRsiULGoUKjpCDPVnOUjjCM&wrap=1)[.](https://voicethread.com/support/)
* Turnitin is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here](https://georgetown.instructure.com/courses/221/files/931207/download?verifier=rMu7Ak5xPZGl4jt6o1XfWH4ApQUbN8vFmeaQlLt0&wrap=1).
* Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours, and group chats via audio, video, text chat, and content sharing. [Instructions for Zoom are available here](https://georgetown.instructure.com/courses/221/files/931205/download?verifier=LOBslq9lcBQer3d7f4LVd2K31x4v49okC9hZsNKn&wrap=1).

### Computer Requirements

Computer requirements to complete the course are listed by [Canvas in the Instructure Guides](https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas).

## COURSE EXPECTATIONS

Student Expectations

This course consists of 15 weeks. You are expected to do the readings, attend the weekly lectures, and engage with the course material in depth. Your responsibilities include completing the assignments and turning in your final project. Participation is essential to your success in this class. To get full credit for participation, you will have to attend and participate in all discussions (online via discussion boards and in-person).

### Time Expectations

For a 3-credit undergraduate course, students should plan on spending approximately 5-6 hours per week outside of class to complete the work for each week.

### Attendance

Attendance is vital to student learning and the learning of other classmates. Students are expected to attend every class meeting on time. I understand that, on rare occasions, there are reasons beyond your control that might prevent you from attending a session (e.g., illness or a family emergency). If you know in advance that you must miss class for a valid reason, you must discuss it with me beforehand, or it will be considered an unexcused absence. If you miss class unexpectedly due to an emergency, you must obtain a note from the assistant dean to excuse the absence. Unexcused absences will result in a deduction of one step of a letter grade from your final grade (e.g., from a B to a B-). If a student misses two classes for any reason, he/she may be dropped from the course involuntarily for failing to satisfy the requirements of the course. Students who are consistently late should also be aware that I may deduct portions off their attendance grade (in this case, I will decide from which assessments in this course I will deduct points).

## ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### Plagiarism

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another.” More guidance is available through the [Gervase Programs](http://honorcouncil.georgetown.edu/system). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](http://www.plagiarism.org/).

## COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due dates. Follow-ups and class participation are contingent on the timely submission of your initial responses.

### Late Submission Policy:

As stated in the Student Handbook and [Standards](https://bulletin.georgetown.edu/regulation/standards) you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will consider granting extensions for assignments as long as the request is made at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. However, no late submissions or extensions are available for the last week of class or any missed lectures. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late unless previous arrangements have been made.

### Course Requirements

*Active participation* is necessary each time we meet for class. To receive an A, you must consistently demonstrate by in-class and pre-class contributions that you have read and thought about the readings. Don’t be afraid to take part; we want to hear your voice! In addition, you will complete the following written work and assignments throughout the semester:

*Discussion Boards:*  Each week you will write your initial thoughts, reflections, and questions on that week’s reading/viewing materials, and make a discussion board post by Tuesday, 11:59 pm. Some discussion boards may include a prompt to guide your readings but you are welcomed and encouraged to discuss a particular aspect or theme of the reading, perhaps relating that week’s materials to other works or topics previously discussed in the course. We will then discuss your initial reactions in class on Wednesday. While it is not required to respond to a classmate on the discussion board, it is highly encouraged. The only time it will be mandatory will be during Thanksgiving week. I will discuss further as we approach that week.

*Response Papers:* During the course, you will write three response papers 350-550 words in which you discuss your thoughts on a prompt given by me or if no prompt is provided you are free to discuss any aspect of the course readings thus far. In a response paper, you will conduct a close analysis of reading or film on a central theme regarding the image of the warrior woman.

*Final Paper:* Throughout the semester you will work on your final paper. There are deadlines I am assigning for each aspect of your final paper to guide you through the research process. This is purposefully done to lessen the anxiety of the research process. In week 4, you will choose a warrior woman that is not discussed in class and sign up to research her/them. No two students will choose the same warrior woman. There are no shortages of warrior women to discuss as there is at least one warrior woman in every single part of the world! As part of your grade, you will choose a warrior woman, meet with me to discuss the viability of the research paper, create an outline of your paper with a sample bibliography, and conduct a short 5 min in-class presentation on your topic so that you can receive feedback from your peers before completing the paper. You will turn in your final paper during exam week. The final paper should be between 7-10 pages in length, preferably MLA format (double spaced, 1-inch margins, 12pt font).

Percentage of Final Grade

Active in-class participation: 15%

Discussion Boards: 20%

Response Papers: 30% (10% each)

Final paper: 35% (5% outline, 5% sample bibliography, 10% presentation, 15% paper)

### Citation Style

This course uses APA or MLA style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](http://guides.library.georgetown.edu/c.php?g=425820&p=3799134)

[MLA Style Guidebook](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)

[APA Style Guidebook](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## GRADING

Grading in this course will be determine by the following grading scale:

## • A: 93% to 100%

## • A-: 90% to 92%

## • B+: 87% to 89%

## • B: 83% to 86%

## • B-: 80% to 82%

## • C+: 77% to 79%

## • C: 73% to 76%

## • C-: 70% to 72%

## • D+: 67% to 69%

## • D: 63% to 66%

## • F: 62% and below

## ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](http://academicsupport.georgetown.edu/disability), (202-687-8354; arc@georgetown.edu; ) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](http://academicsupport.georgetown.edu/disability/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## STUDENT SUPPORT SERVICES

### Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](http://academicsupport.georgetown.edu/)
* 202-687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](http://caps.georgetown.edu/)
* 202-687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/)
* (202) 687-4798

### Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library’s Homepage](http://library.georgetown.edu/scs) by using their University username (NetID) and password (this is the same login information used to access email, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://guides.library.georgetown.edu/scs/online) for additional information.

### Research Guide

The Bachelor of Liberal Arts program has an extensive online [Library Research Guide](http://guides.library.georgetown.edu/researchcourseguides) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

### Learning Resources

SCS offers a host of [learning resources](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](http://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* The [Writing Center](http://writingcenter.georgetown.edu/) offers professional writing support through its online peer tutoring service.
* [Refworks](http://guides.library.georgetown.edu/refworks) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

### Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](http://guides.instructure.com/m/4212) and 24 hour Canvas Support Hotline at 855-338-2770.

## COMMUNICATIONS GUIDELINES

### Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

### Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students’ instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cyber civility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. If a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](https://bulletin.georgetown.edu/Academic%20Policies). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](https://studentconduct.georgetown.edu/).

## Communication with Peers

### Notifications

In this course, we will use Canvas to send an email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

* Put a subject in the subject box that describes the email content with your name and module.
* Do not send messages asking for general information about the class, please post those in the General Questions Discussion Board Forum.

### Turnaround and Feedback

If you have questions and concerns, please email me. You can expect a response within one business day. Please allow 1-2 weeks for assessment submission feedback.

## Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing (Zoom); check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

## Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here: <https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

## Policy Accommodating Students’ Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

## Title IX at Georgetown

<https://titleix.georgetown.edu/>

## Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

| **Jen Schweer, MA, LPC** Associate Director of Health Education Services for Sexual Assault Response and Prevention [(202) 687-0323](about:blank) [jls242@georgetown.edu](mailto:jls242@georgetown.edu) | **Erica Shirley**  Trauma Specialist Counseling and Psychiatric Services (CAPS) [(202) 687-6985](about:blank) [els54@georgetown.edu](mailto:els54@georgetown.edu) |
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More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

## Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students.  Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication.  Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

## COURSE SCHEDULE

\*Tentative schedule, subject to change

| **Week** | **Topic** | **Required Reading** | **Assignments** |
| --- | --- | --- | --- |
| Week1  September 1 | Module 1: “What is a Warrior Woman?” |  | Menti word cloud “What makes a warrior woman” Brainstorm in-class |
| Week 2  September 8 | Module 1: At the Origins. Amazons in Antiquity (Lives, Legends, and Myths) | Read:  “Ancient Puzzles and Modern Myths” and “Scythia, Amazon Homeland” in [*The Amazons: Lives and Legends of Warrior Women across the ancient world*](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/hsvmqf/alma99170210953604104) (Chapter 1 and 2)  Foreman, Amanda. “The Amazon Woman: Is there any Truth Behind the Myth?”Smithsonian Magazine, April 2014[.](http://www.smithsonianmag.com/history/amazonwomen-)<https://www.smithsonianmag.com/history/amazon-women-there-any-truth-behind-myth-180950188/?no-ist>  Wu, Katherine J. “Researchers Uncover New Evidence That Warrior Women Inspired Legend of Mulan” Smithsonian Magazine, April 2020. <https://www.smithsonianmag.com/smart-news/researchers-uncover-new-evidence-warrior-women-inspired-legend-mulan-180974774/> | Discussion Board #1, Due Tuesday 11:59pm |
| Week 3  September 15 | Module 1: From Penthesilea to Camilla, Female Warrior in Epic Poetry | Read:  “Penthesilea and Achilles of Troy” in [*The Amazons: Lives and Legends of Warrior Women across the ancient world*](https://wrlc-gu.primo.exlibrisgroup.com/permalink/01WRLC_GUNIV/hsvmqf/alma99170210953604104)  Virgil The Aeneid of Virgil : a Verse Translation. Trans. Allen Mandelbaum. New York:Bantam, 2004. (Book 1, Book 7, Book 11)  Becker, Trudy Harrington. “Ambiguity and the Female Warrior: Vergil’s Camilla.”Electronic Antiquity. Vol 4 (1997).<http://scholar.lib.vt.edu/ejournals/ElAnt/V4N1/becker.html> | Discussion Board #2, Due Tuesday, 11:59pm |
| Week 4  September 22 | Module 1: Educating Women on Women? Medieval Biographies of Warrior Women | The First Collections of Female Biographies  Read:  Boccaccio, Giovanni. *Famous Women*. Ed. Virginia Brown. Cambridge, MA: Harvard, 2001 (Preface, Queen Tamyris, Penthesilea, Camilla, Orithyia, and Antiope) | Discussion Board #3, Due Tuesday, 11:59pm  Write down the name of the warrior woman you will research on the sign up sheet. |
| Week 5  September 29 | Module 1 and 2: Educating Women on Women? Medieval/Renaissance Biographies of Warrior Women (continued) | Read:  Pizan, Christine de. *The Book of the City of Ladies.* Ed. Rosalind Brown-Grant. London:  Penguin, 1999. (Part 1)  Franklin, Margaret Ann. *Boccaccio's Heroines: Power and Virtue in Renaissance Society.* (Chapter 3 Famous Women in Renaissance Tuscany | Discussion Board #4, Due Tuesday, 11:59pm  Reflection Paper #1 Due Friday, 11:59pm |
| Week 6  October 6 | Module 2: Warrior Women and the Renaissance | Read:  Eisenbichler, Konrad. *The Sword and the Pen Women, Politics, and Poetry in Sixteenth-Century Siena* . Notre Dame, Ind: University of Notre Dame Press, 2012. Print.  [(Introduction pp. 1-14) and (Chapter 3 pp.101- 164-Laudomia Forteguerri)](https://ebookcentral-proquest-com.proxy.library.georgetown.edu/lib/georgetown/reader.action?docID=3441113&ppg=16#)  "Chinese Women Soldiers: A History of 5,000 Years." *Social Education*, vol. 58, no. 2, 1994, pp. 67*. ProQuest*, <https://www-proquest-com.proxy.library.georgetown.edu/trade-journals/chinese-women-soldiers-history-5-000-years/docview/210626491/se-2?accountid=11091>. | Discussion Board #5, Due Tuesday, 11:59pm |
| Week 7  October 13 | Module 2: Joan of Arc | Warner, Marina. Joan of Arc: The Image of Female Heroism. Oxford: Oxford UP, 2013. (Introduction)  Shakespeare, William. *Henry VI.* Ed. Michael Hattaway. New York: Cambridge UP, 1990. (selections from Part I) | Discussion Board #6, Due Tuesday, 11:59pm |
| Week 8  October 20 | Module 2: Joan of Arc | Read:  Joan of Arc: Enduring Power. New York Times. 2012. <http://www.nytimes.com/2012/01/06/opinion/joan-of-arc-enduring-power.html?_r=0>  *The Messenger: The Story of Joan of Arc (1999)*  Dreyer’s Joan of Arc 1929 <https://www.youtube.com/watch?v=CxJSGMK9yRE> | Discussion Board #7, Due Tuesday, 11:59pm |
| Week 9  October 27 | Module 3: Wonder Woman: The Return of the Amazons | Read:  Lepore, Jill. “The Last Amazon. Wonder Woman Returns.” New Yorker  Magazine. Sept 2014. http://www.newyorker.com/magazine/2014/09/22/last-amazon  Jill Lepore’s *The Secret History of Wonder Woman* (Intro)  Watch: Wonder Woman (selected episodes)  Watch: Professor Marsten and the Wonder Woman (2017) on *Hulu* | Discussion Board #8, Due Tuesday, 11:59pm  Reflection #2, Due Friday, 11:59pm |
| Week 10  November 3 | Module 3: WW, the Return of the Amazons, and Feminism | Read: “How Gloria Steinam Saved Wonder Woman” <https://www.vanityfair.com/hollywood/2017/10/gloria-steinem-wonder-woman>  Jill Lepore’s *The Secret History of Wonder Woman* (selections)  “Tough Girls in Comic Books: Beyond Wonder Woman” in Sherrie A. Inness, *Tough Girls: Women Warriors and Wonder Woman in Popular Culture.* Philadelphia: U of Pennsylvania Press, 1999. (138-159)  Watch: *Wonder Women! The Untold Story of American Superheroines* (2012) <https://tubitv.com/movies/471241/wonder-women-the-untold-true-story-of-american-superheroines?start=true&utm_source=google-feed&tracking=google-feed> | Discussion Board #9, Due Tuesday, 11:59pm |
| Week 11  November 10 | Modules 3: WW, Media, and Beyond | Watch: *Wonder Woman* (2017) featuring Gal Gadot  Lepore, Jill (2017), “Wonder Woman’s Unwinnable War”, New Yorker  <https://www.newyorker.com/culture/cultural-comment/wonder-womans-unwinnable-war>  Rubert, Maya (2017), “Imagining a Black Wonder Woman”, The Atlantic  <https://www.theatlantic.com/entertainment/archive/2017/05/imagining-a-black-wonder-woman/528375/>  “Tough Girl for a New Century: Xena, Warrior Princess” in Sherrie A. Inness, *Tough Girls: Women Warriors and Wonder Woman in Popular Culture.* Philadelphia: U of Pennsylvania Press, 1999. (160-176) | Discussion Board #10, Due Tuesday, 11:59pm |
| Week 12  November 17 | Module 4: What is a Modern Day Warrior Women? | Read:  Jane Addams (TBD)  [Audre Lorde](https://www.poetryfoundation.org/poets/audre-lorde)  “A Warrior Named [Malala](https://www.huffpost.com/entry/a-warrior-named-malala_b_9344038)”- Huff Post  The Last Matriarchy in China? <http://www.theguardian.com/lifeandstyle/2010/dec/19/china-mosuo-tribe-matriarchy> | Discussion Board #11, Due Tuesday, 11:59pm  Reflection #3- What is a modern-day warrior woman and how does that differ from the first day of class? Due Friday, 11:59pm |
| Week 13  November 24 | THANKSGIVING BREAK | THANKSGIVING BREAK | Work on your final paper outline with sample bibliography, and in-class presentation |
| Week 14  December 1 | Final Paper in-class presentation, Peer feedback, and Course Conclusion |  | Final Paper Outline with sample bibliography, and in-class presentation |
| Week 15-16  December 15 | Exam Week | None | Final Paper Due |

\*Tentative schedule and readings, subject to change.