

**Gender and Family in China and Japan
Belmont University**

Course# / Title:	ASN2000.01 G Seminar in Asian Area Studies & HUM 1500.01G Asian Humanities: World of Asia
Course Credit Hours:	3 Semester Hours
Semester:	Spring 2012
Instructor:	Qingjun Li, Ph.D.
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Class Location:	Fidelity Hall 407
Meeting Time:	T&R 3:30-4:45 p.m.

I. Course Description: The course is sponsored by the School of Humanities, and it is designed to provide an interdisciplinary experience for students who are curious about East Asia, especially China and Japan, and who have desire to broaden their horizon and learn about the cultures of Eastern countries, about their history, literature, philosophy, and religion. The course will center on the topic of family and gender in China and Japan and look closely at the sociocultural changes manifested in three aspects: family, women, and education. Our class will explore how family, women, and educational systems in these two major countries of East Asia construct their values and heritage in society and how they evolve and change through the storm and stress of political revolution and economic transformation and yet remain intact in their ineffable qualities. Our class will be conducted through diversified methods such as lecture, class discussion, reading, writing, watching films and documentaries, and power point presentation. The first half of the course will be devoted to the discussion and exploration of the above-mentioned questions in China whereas the second half focuses on Japan. The course is structured to fulfill three semester hours of Humanities' general education requirement for any of Belmont's Bachelor's degrees.

II. Course Objectives: The objectives for this course are consistent with those approved by the School of Humanities for the general education experience of Belmont University students.

1. The first objective I have for this course is for each of us to develop the capacity for critical examination of ourselves and our cultural beliefs and practices. In so doing, every student will fulfill assignments that require the use of written and spoken language to recognize, evaluate and construct arguments on complex and interdisciplinary subjects related to the intellectual, historical, literary, and artistic configurations of the cultural realities of East Asia.
2. The second objective is to help us see ourselves not simply as a member of some local culture, region, group, or nation but as a human being bound to all other humans by ties of recognition and concern. This means learning about other societies and cultures and stepping into the realm which is out of your comfort zone but open your eyes.
3. A third objective is that we will all come to a better understanding of the ways and ideas from across disciplines and cultures may be integrated to illuminate themes, issues, and social problems. We shall learn that human communities, and indeed human life itself, does not occur in a compartmentalized fashion but is a weave of issues, facts, and values often artificially separated in the academy. Accordingly, we shall cross disciplinary boundaries in many ways in our assignments and conversations.
4. A fourth objective is for us to come to think seriously about what it might be like to be in the shoes of a person from a different cultural, ethnic, and value tradition. It is crucially important for us to be intelligent and passionate readers and to appreciate how different ways of being human may be as influential, illuminating, productive, and life-furthering as our own. In order to accomplish this goal, we will engage the diversity of human life in foreign culture, making our classroom itself a stage for informing, interacting, and enriching ourselves!

III. University policies:

Honor Code. The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the University. As members of the Belmont community, students, faculty, staff, and administrators are all responsible for ensuring that their experiences will be free of behaviors, which compromise this value. In order to uphold academic integrity, the

University has adopted an Honor System. Students and faculty will work together to establish the optimal conditions for honorable academic work. The following statement is the Student Honor Pledge that guides academic behavior and **the fact that you continue your enrollment in this class indicates your agreement to abide by this pledge:**

“I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports, or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.”

Accommodation of Disabilities: In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Director of Counseling & Developmental Support in the Office of Student Affairs (460-6407) as soon as possible.

IV. Class Policies:

Attendance Policy: Our class will require your active participation. Your presence and participation at class and the events which support our work will be one thing I consider in final grading. Indeed, class participation is weighted 100 points on your final grade in the class.

Cell Phones, Pagers, and Laptops: Students are required to turn off or switch to “vibrate” their cell phones and pagers during class. Laptops may not be used during class. No texting is allowed during class.

V. Readings:

Required Textbooks: (available in Belmont bookstore)

- Enchi, Fumiko. *The Waiting Years*. New York: Kodansha Inc., 2002. (ISBN 978-4770028891)
- Holloway, Susan. *Women and Family in Contemporary Japan*. Cambridge: Cambridge University Press, 2010. (ISBN 978-0521180375)
- Mann, Susan. *The Talented Women of the Zhang Family*. Berkeley: University of California Press, 2007. (ISBN 978-0520250901)
- Mow, Shirley, Tao Jie, and Zheng Bijun, eds. *Holding up Half the Sky: Chinese Women Past, Present, and Future*. New York: Feminist Press at the City University of NY (ISBN 978-1558614659)

Readings: Additional readings and media materials for classroom assignments are indicated on the course calendar, with links provided in the calendar and available in the syllabus at Blackboard.

VI. Graded Assignments

Due Jan. 26	Essay #1 On Confucianism and traditional Chinese ideology about women
Due Feb. 28	Class Group Presentations on the book chapters for which you signed up.
Due Apr. 10	Essay #2 On the predominating problems in the Japanese family
Due according to your sign up date	Discussion Leader
Due Apr. 24	Final Exam Essay

- Two Essays. These need to be 3-4 pages long (excluding Works Cited page), double-spaced, and follow MLA documentation. Use Times New Roman, 12 pt. font, 1 inch margins on four sides, and assignment block on top

Assignment Calendar

(*The following is our anticipated class schedule which may be modified somewhat during the course of the semester.)

Jan. 5R Introduction to the Course and Its Requirements

- Distribution of syllabus
- [History Map of East Asia of 2000 Years](#)
- Watch a film: [Speech by Mr. Martin Jacques in Oct. 2010, journalist for the Observer. The Guardian and the Independent Newspaper in London](#)
- Watch: [China and Japan-showcase](#)
- [Highlights of China, Japan, and Korea](#)

Assignments for Jan. 10

Reading

- Lloyd Eastman, "The Family and the Individual in Chinese Society," *Family, Field, and Ancestors*. New York: Oxford UP, 1988. 15-41. *Available at Blackboard Assignment Link*
- ["The Traditional Chinese Family and Lineage"](#)
- Anne E. Imamura, "The Japanese Family," *The Asia Society* (1990): 7-17. *Available at Blackboard Assignment Link*

Jan. 10T A General Overview of Family and Gender in China and Japan

- **Sign up for reading and group presenting either *The Talented Women of Zhang Family* or *The Waiting Years***
- Discuss readings assigned and the definition of the terms regarding family
- [Japanese Families](#)
- Watch ["Redefining Chinese Family: the Elderly"](#)

Assignments for Jan. 12

Readings

- ["Confucius and Confucian Tradition"](#)
- Vance Cope-Kasten. "Meeting Chinese Philosophy." *An Introduction to Chinese Culture through the Family*. *Available at Blackboard Assignment Link*
- "The Book of the Filial Piety for Women," ed. Robin Wang, *Images of Women in Chinese Thought and Culture*, 372-90. *Available at Blackboard Assignment Link*
- "Precepts for Family Life," ed. Robin Wang, *Images of Women in Chinese Thought and Culture*, 414-18. *Available at Blackboard Assignment Link*

Jan. 12R Confucian Ideology on Chinese Family and filial piety xiao 孝

- Powerpoint: [Introduction to Confucianism](#)
- Watch DVD clip "Confucius", from *A Kaleidoscope of Chinese Culture* 《中国文化百题》
- ["Often Go Home to Visit Parents"](#) (popular Chinese song)
- [The Five Relationships of Confucianism](#)
- [Confucius Words of Wisdom](#)
- Watch [Confucianism](#)
- Watch [Quotes: Wisdom of Confucius](#)
- Watch [Confucius and the quotes](#)
- Discuss readings assigned

Assignment for Jan. 17

Reading

- ["Settling the Dead: Funerals, Memorials and Belief Concerning the Afterlife"](#)
- [Ancestor Worship and Veneration](#)
- [On Conflicting Interpretations of Chinese Family Rituals](#)

- [Chinese Qingming Festival](#)
- Jan. 17T Roots in China: Ancestor veneration 敬祖; *jìngzǔ*, communication with the dead of the past, the Qingming Festival (清明节)
- Reading discussion
 - Watch: [Worship Huang Ancestor by a family](#)
 - Watch: [Miao Lusheng Ancestral Worship Dance](#)
 - [Henan Huangdi Worship](#)
 - [2007 Zhangzhou Huangdi Ancestor Worship Ceremony](#)) and [Ritual at Emperor Hall](#)
 - [Ode to Huangdi](#)
 - [Shannxi 黄帝祭祖 ceremony](#)
 - [Tomb-sweeping Festival in Shanghai](#)

Assignment for Jan. 19

Reading

- Ban Zhao's "LESSONS FOR WOMEN(*Precepts for Women* 女诫)", ed. Robin Wang, *Images of Women in Chinese Thought and Culture*, 177-88. Available at Blackboard Assignment Link
- "New Meaning in the Classic: Differing Interpretations of Ban Zhao," *Holding Up the Half Sky*, your textbook 3-16
- "Characteristics of Women's Lives During the Song Dynasty," *Holding Up the Half Sky*, your textbook 7-29

- Jan. 19R Ban Zhao's *Precepts for Women* and women in the traditional patriarchal family of China. Gender and family in Chinese language

- Discuss the reading assigned

Assignment for Jan. 24

Reading

- [Nuerjing "CLASSIC FOR GIRLS 女儿经"](#)
- [Sanzijing "Three Character Classic"-Paragraph 1](#)
- "Women and the Traditional Chinese Family," *Women, the Family and Peasant Revolution in China* by Kay Johnson, 7-26. Available at Blackboard Assignment Link

Writing (due on Jan. 26 not 24): EARLY WARNING of 1st Essay Due Date

- Essay #1: Based on what you read and learned regarding Confucianism and traditional Chinese ideology on women, reflect on how this tradition differs from Western tradition. Do you feel Chinese traditions and conventions about women are dramatically alien from what you have been educated to believe or do you feel they have a place in American culture and even continue to resonate with you or those you know?

- Jan. 24T Children's Conduct Books: *Nuerjing* and *Sanzijing*

- Discuss assigned readings
- Watch [Song of Sanzijing](#)
- Watch [Sanzijing reciting](#)
- Watch [A little girl reciting Sanzijing](#)
- Watch [Sanzijing enchanting and singing](#)

Assignment for Jan. 26

Reading

- "The Ci of Shuyu 漱玉词," ed. Robin Wang, *Images of Women in Chinese Thought and Culture*, 435-36. Available at Blackboard Assignment Link
- ["Introduction of Li Qingzhao"](#)
- ["Li Qingzhao's Two Poems"](#)
- ["Li's Poems"](#)

- Jan.26R Li Qingzhao: The foremost female poet of China

- **TURN in 1st Essay**
- Discuss Li and her poems

- [Chinese prof's comment on Li's ci](#)
- [Li's poem teaching and appreciation 减字木兰花](#) (Chinese)
- [Intro of Li in Chinese TV program](#)
- [Teaching of Li's 声声慢 by Prof. Kang](#)
- [Li's 声声慢](#) (Chinese teaching of the poem)
- [singing of 声声慢 Slow, Slow Tune](#)
- [Li's Moonlight Fills Western Pavilion to be sung](#)

Assignment for Jan. 31

Reading

- “The Ballad of Mulan 木兰辞,” ed. Robin Wang, *Images of Women in Chinese Thought and Culture*, 250-54. Available at [Blackboard Assignment Link](#)
- Qingjun Li, [“The Many Faces of Mulan: 1500 Years of the History of the Woman Warrior of China”](#)

Jan. 31T Female Heroines: Mulan and the Heroines-1

- Discuss assigned readings
- [Intro of WW with quotes](#)
- [WW trailer](#)
- [Mulan: I'll Make a Man out of You”](#)

Assignment for Feb.2

Reading

- “White Tigers,” *The Women Warrior*, by Maxine Hong Kingston, 19-53. Available at [Blackboard Assignment Link](#)
- [“Expanding the Feminine/National Feminism: Social and Martial Heroines in Late Qing Women's Journals”](#) by Joan Judge 1-30

Feb. 2R Female Heroines: Mulan and the Chinese Heroines-2

- Discussion of the reading
- [Disney Mulan trailer](#)
- [Hua Mulan-Henan Opera](#)
- [Hua Mulan-Chinese Movie Trailer](#)
- [Female Warriors of Yang Family trailer](#)
- [Images of Chinese Women Warriors](#)

Assignment for Feb. 7

Reading

- “Gigantic Histories of the Nation in the Globe” *Cinderella's Sisters* by Dorothy Ko 9-37. Available at [Blackboard Assignment Link](#)

Feb. 7T Footbinding and Its Revisionist Interpretation

- Description of foot-binding *Wild Swan*, 23-24
- PowerPoint about foot-binding (Ming to Qing)
- [Overview of Chinese Footbinding](#)

Assignment for Feb. 9

Reading

- “The Twentieth-Century Family Crisis,” *Women, the Family, and Peasant Revolution in China*, by Kay Johnson, 27-35. Available at [Blackboard Assignment Link](#)
- [Book summary of Dream of Red Chamber](#)

Feb. 9R Shattering of the Traditional Chinese Family and *Dream of the Red Chamber*

- Assigned readings discussion
- [Overview of Dream of Red Chamber CCTV TV series](#)
- [Dream of Red Mansion-Lin Daiyu Burying the Fallen Blossoms](#) (CCTV version)
- Assigned readings discussion

- Small group meeting, starting reading your assigned book

Assignment for Feb. 14

Reading

- “The Awakening of Chinese Women and the Women’s Movement in the Early Twentieth Century,” *Holding Up the Half Sky*, your textbook 55-70
- “The History and Current Status of Chinese Women’s Participation in Politics,” *Holding Up the Half Sky*, your textbook 92-106

Feb. 14T Women, Politics, and Changing China

- Assigned reading discussion
- [Quotations from Chairman Mao毛主席语录 \(a.k.a., the Little Red Book \) on Women](#)
- Watch [The Red Detachment of Women-Ballet](#)
- Watch [The Red Detachment of Women-film](#)
- Watch [Twinkling Red Star film –female image](#)

Assignment for Feb. 16

Reading

- “Rethinking the ‘Iron Girl’: Gender and Labor during the Chinese Cultural Revolution,” *Translating Feminisms in China*, ed. Dorothy Ko and Wang Zheng 188-210. *Available at Blackboard Assignment Link*
- “ The Readjustment of China’s Higher Education Structure and Women’s Higher Education,” *Holding Up the Half Sky*, your textbook 109-22

Feb.16R Women, Education, and the Cultural Revolution

- Assigned readings discussion
- Watch [“Cultural Revolution is Good”-posters overview](#)
- (Optional: [红老外在中國](#))
- Watch [General Introduction of Cultural Revolution](#)
- Watch [Fengxia’S Marriage in To Love](#)
- Watch [Revolutionary Images of Chinese Women](#)
- Watch [Red Guards song in the Cultural Revolution](#)
- Small groups meeting

Assignment for Feb. 21

Reading

- “The Marriage Law and the Rights of Chinese Women in Marriage and the Family,” *Holding Up the Half Sky*, your textbook 159-71
- “The Status of Chinese Women in Marriage and the Family,” *Holding Up the Half Sky*, your textbook 172-78
- [“China’s One-child Family Policy Overview”](#)

Feb.21T Marriage, Family, and One-Child Policy in China

- Assigned Reading discussion
- Discuss one-child policy: pros and cons: [One Child Policy-China](#)
- [One child or two?](#)
- Small groups meeting

Assignment for Feb. 23

Reading

- “Half Sky: A Television Program for Women,” *Holding Up the Half Sky*, your textbook 261-73
- “Chinese Women and the Mass Media: Status Quo, Intervention, and the Challenges,” *Holding Up the Half Sky*, your textbook 274-88

Feb. 23R Family and Gender Issues in China

- Discussion of Assigned Readings

- Watch [Banbian tian CCTV 半边天](#)
- Watch [张越-CCTV 半边天](#)
- Watch [半边天 –我和我的祖国](#)
- Watch [Yang Lan-Chinese TV host](#)
- Watch [Yang Lan Speaks for TED](#)
- Discuss Group Presentation

Assignment for Feb. 28

Reading

- Be very familiar with your assigned readings for group presentation either from *The Talented Women of the Zhang Family* or *The Waiting Years*
- Finalize your PowerPoint for group presentation
- Complete self-evaluation written report

Feb. 28T China and Japan through Reading

- Self-evaluation written report is due
- **Group Presentation**

Mar. 1R China and Japan: Voices from Reading and Presentation

- **Group Presentation** (continued if not finished in the previous class)

Assignment for Mar. 13

Reading

- “Late Tokugawa Society” *Modern Japan* by Peter Duus pp. 3-40. Available at [Blackboard Assignment Link](#)
- “Marriages and Families in East Asia Something Old, Something New” by Laurel Kendall, *Education About Asia* 13.1 (Spring 2008): 5-10. Available at [Blackboard Assignment Link](#)
- [“Culture of Japan”](#) (optional)

Mar. 6T & 8R **Spring Break**

Mar. 13T Gender and Family in Traditional Japan

- Discussion of Assigned Readings
- Characteristics of the Traditional Asian Family (handout to be distributed) & Japanese Family by Littlejohn (in handout)
- Watch [Japan Tokugawa history](#) (4 min)
- (Watch-optional [Tokugawa Japan](#) 12 min)
- Read [“Traditional Japanese Customs”](#)
- Watch [Traditional Shinto Wedding Ceremony](#)
- Watch [Japanese traditional samurai wedding](#)
- Watch [Chinese sedan chair in wedding](#) -for comparison and contrast
- Watch [Zhou dynasty Chinese wedding](#)

Assignment for Mar. 15

Reading

- [“Gender Difference in History: Women in China and Japan”](#)
- [“Samurai ethics and the sharpening of Japanese Masculinity”](#)
- [The Tale of Genji](#) (you are expected to have a good knowledge of what this book is about and why it is significant)

Mar. 15R Gender, Marriage, Rank, and Rape in *The Tale of Genji*

- Discussion of Assigned Readings
- Watch [The Tale of Genji part 1](#)
- Watch [The Tale of Genji Part 2](#)

Assignment for Mar. 20

Reading

- [“The Geisha of Japan”](#)
- [“Geisha”](#) (overview)
- [“The Difference between Traditional Geisha’s and Geisha Girls,”](#) (clarification of two terms)
- [“Kimono Introduction”](#)

Mar. 20T Geisha in Japanese Culture

- Discussions of Assigned Readings
- Watch [Secret Life of Geisha 艺伎-NBC](#)
- Watch [Discovery Atlas: Japan: Geisha Culture](#)
- Watch ([Geisha Pressure](#))
- [Memoirs of Geisha](#): (trailer)
- Watch [royal kimono dressing](#)
- Optional watch [Raise the Red Lantern-woman’s fate](#),
[Raise the Red Lantern-点灯](#)

Assignment for Mar. 22**Reading**

- “Militarism and War” *Modern Japan* by Peter Duus, 214-25. Available at Blackboard Assignment Link
- [“Comfort Women System”](#)
- [“US lawmaker urges Japan to apologize”](#)

Mar. 22R Japanese military abroad and the Comfort Women

- Discussions of Assigned Readings
- Watch [“Silence Broken”](#)
- Watch [“Comfort Women”](#)
- Watch: [Nanjing, Nanjing](#)
- Watch: *Nanjing* documentary clip

Assignment for Mar. 27**Reading**

- [“The Japanese Family Faces 21st-Century Challenges”](#) by Anne Imamura
- “Husbands: Crucial Partners or Peripheral Strangers?” *Women and Family in Contemporary Japan* by Susan Holloway, your textbook 92-115
- “Balancing Work and Family Life” *Women and Family in Contemporary Japan* by Susan Holloway, your textbook 171-95

Mar. 27T Challenges Facing the 21st Century Japanese Family

- Discussions of Assigned Readings
- View *The Family Games* (first half of the movie-107 min)

Assignment for Mar. 29**Reading**

- [“Recent Trends in Education Reform in Japan”](#)
- “Shitsuke: The Art of Child Rearing,” *Women and Family in Contemporary Japan* by Susan Holloway, your own textbook 119-42.
- “Maternal Involvement in Children’s Schooling,” *Women and Family in Contemporary Japan* by Susan Holloway, your textbook 143-64

Mar. 29R Critique of the Japanese Family in Film

- Discussion of Assigned Readings
- View: *The Family Game* (second half)

Assignment for Apr. 3**Reading**

- “‘Good Wives, Wise Mothers’: Parenting and Family Life in Cultural Context,” *Women and Family in Contemporary Japan* by Susan Holloway, your own textbook 3-10
- “What Is a Wise Mother?” *Women and Family in Contemporary Japan* by Susan Holloway, your own textbook 27-50

Writing due on Apr. 10 not 3: EARLY WARNING of 2nd Essay

- Essay #2: Using the film *The Family Game*, your reading, and class discussions, write an essay that deals with the following questions. What are the predominating problems in the Japanese family? What causes these problems? Use the knowledge you have gained through the semester and take a position through analysis on what makes family communication fail? What remedies could you provide for the Japanese family to grow in a healthy way?

Apr. 3T Parenting in Japan

- Discussions of Assigned Readings
- View: *The Family Game* (finish the movie)

Assignment for Apr. 10

Reading

- “Marriage in Japan Yesterday, Today, and Tomorrow” by Anne Imamura, *Education About Asia* 13.1 (Spring 2008): 25-29. Available at [Blackboard Assignment Link](#)
- [“The Changing Japanese Family: A Psychological Portrait”](#)

Writing: Final Exam Essay Due on April 24: EARLY WARNING

- Final Exam Essay: Throughout the semester, we have studied and explored the family and gender, especially women’s position in traditional ideology and changing views in China and Japan. You should use the knowledge you gained through our class and also your own research to write an argumentative essay driven by a clear thesis statement and explicit supporting discussion addressing one issue regarding either China or Japan or even both cultures. For example, an issue one could choose is whether a woman can find her own individuality through self-determination within the dichotomy of traditional conceptions of women and the influence of Westernization. The essay must be 5-6 double-spaced pages in Times New Roman, 12 pt. font, 1 inch margins. Follow MLA to document your sources. Do not count your Works Cited page as part of the 5-6 pages.

Apr. 5R **Easter Break**

Apr. 10T Changing Role of Marriage and Family in Japan

- **TURN in 2nd Essay**
- Discussions of Assigned Readings
- **Guest speaker** (if everything works out)

Assignment for Apr. 12

Reading

- [“Female Masculinity and Fantasy Spaces: Transcending Genders in the Takarazuka Theatre and Japanese Popular Culture”](#) by Karen Makamura and Hisoko Matsuo, *Men and Masculinities in Contemporary Japan*, ed. by James Roberson and Nobue Suzuki, 59-76,
- “Crossing boundaries: Transnational Feminism in Twentieth-century Japan” by Barbara Molony, *Women’s Movements in Asia: Feminism and transnational activism*, ed. by Mina Roces and Louise Edwards, 90-109. Available at [Blackboard Assignment Link](#)

Apr. 12R Beyond “male” and “female”: Takarazuka theatre

- Discussion of assigned readings
- Watch [Dream Girls](#), by Kim Longinotto and Jano Williams, 5min trailer

Assignment for Apr. 17

Reading

- [“The Popular Image of Japanese Femininity inside the Amine and Manga Culture in Japan and Sidney”](#) thesis by Jennifer Stockins, Chapters 2 and 3, pp. 18-65.
- [“Japan’s Generation xx”](#)

- [Japan's “grass eaters” turn their backs on macho ways](#)
- [The Salaryman: Dying Out with the Japanese Economy](#)

Apr. 17T Gender Roles in *Anime* and the Grass-eaters

- Discussion of readings
- Watch [Japan Herbivorous Men CNN](#)
- Watch [Japan’s Girly Men](#)
- Watch [Cool Japan Herbivorous Men-TV program](#)

Assignment for Apr. 19

Reading

- [“Idealized Depictions of White Men and Gay Men in Japanese Women’s Media”](#)
- [“Gender-Switching”](#)
- Final essay **due on Apr. 24**

Apr. 19R Images of Japanese masculinity

- Discussions of readings
- Watch

Assignment for Apr. 24

- **Writing/Completing your final exam essay, due on Apr. 24**

Apr. 24T Reflection on the Semester Learning (last class)

- **TURN in Final Exam Essay**
- Class Evaluation
- Address all questions