

1. Group Formation based on students' regions of preference/interest

A Google Form was created and sent to the class so all students could choose the two regions of the world they would like to research. They also had to specify if they spoke any other language besides English. The purpose of creating this form was forming the research groups based on students' preferences and their language skills.

WGS 242: Collaborative Class Project

This Google Form will be used to form the groups for the Collaborative Class Project based on people's interest in different regions around the world. Please fill out this form before Sunday, February 17th. Groups will be announced next week on Tuesday's class.

Name

Your answer _____

First Choice:

- North American (Women of color in the US and Canada)
- Latin America and the Caribbean
- Eastern Europe
- Western Europe
- Middle East and North Africa
- Sub-Saharan Africa
- North Asia (Russia)
- East Asia
- South Asia
- Southeast Asia
- Australia and Oceania

Second Choice:

- North America (Women of color in the US and Canada)
- Latin America and the Caribbean
- Eastern Europe
- Western Europe
- Middle East and North Africa
- Sub-Saharan Africa
- North Asia (Russia)
- East Asia
- South Asia
- Southeast Asia
- Australia and Oceania

Language Skills: Do you speak another language besides English?

- No
- Yes

If your answer to the previous question was "Yes" can you please write down which other language you speak.

Your answer _____

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2. Excel sheet with the names of the members of the five research groups.

This Excel sheet was created for the purpose of sending group-specific emails to all groups.

Regions	Students	Total number of students per group
Women of color in the US and Canada	Nathalie Orellana, Sophia Castaldo, Delilah Cravens, Jeb Backe.	4
Southeast Asia	Mari Holben, Kassandra Ramirez, Sofia Alpizar Roman, Emma Esposito, Sascha (Alexandra) Wilson	5
South Asia	Maggie Grabowski, Ruby Schiff, Lydia Krumper, Lili Berstein, Mireille Manzelle.	5
North Africa and the Middle East	Nour, Alia Korot, Paige Hettinger, Casey Leach, Abby Timmins.	5
Latin America and the Caribbean	James, Lidia Lopez, Alexandra Gulden, Daisy Collins.	4

3. Group Project Timeline

A timeline was created for the purpose of structuring the project in a way that all groups and the students in charge of the project had to complete small tasks every week rather than accumulating all work towards the end of the semester.

WGS 242: Transnational Feminisms
 Professor: Clara Roman-Odio
 Group Project Timeline

March

Sunday 24th

Every group must:

-share with Nour a Google Doc in which every member has included a summary of the text they had to present to the class, a significant quote from that text and two definitions. If your text included pieces of art please include an image of one and specify its source.

Thursday 28th, 6pm.

-share with Prof. Clara Roman-Odio and with Sofia Alpizar a Google Doc that specifies the country and/or organization the group will focus on, the role of each member of the group, e.g. the specific sub-topic each member is in charge of researching, and the Google Drive where the group will upload documents, articles, etc.

*Before you start your research create a document for all the information you think it is relevant for your topic of research and another one for the information that should be included in the website.

Friday 29th, 6pm.

-fill out a Google Form with two proposals for the name of the website.

April

Monday 1st/Friday 5th

Every group must:

-Fill out a Google Form with the day and the time they can meet with Alexandra to share with her the data they want to display in an infographic format.

Friday 12th, 6pm.

Every group must:

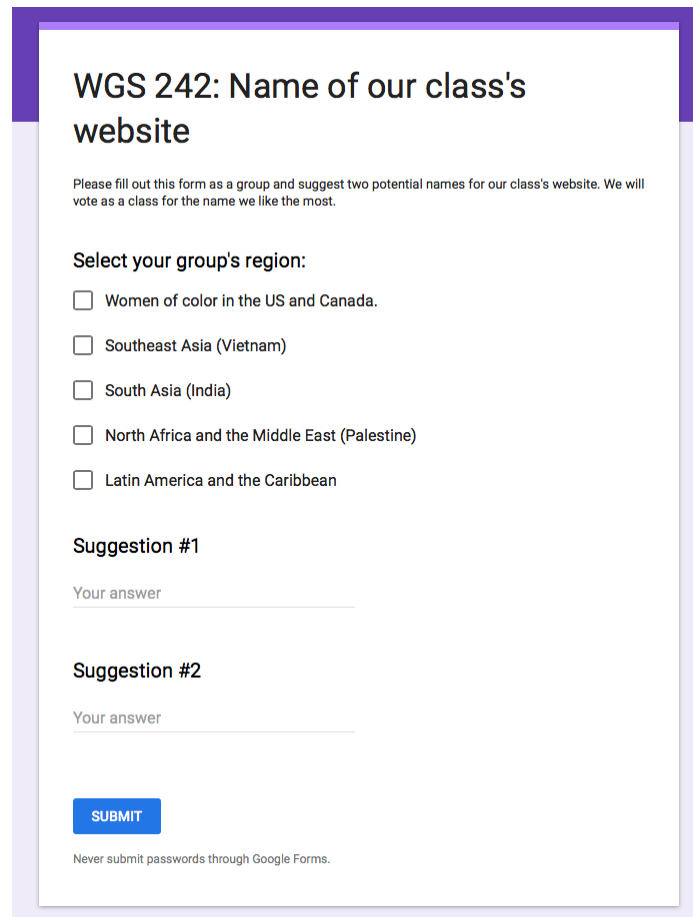
-Share with Nour a draft of the content they want to include in the website

Wednesday 17th, 10pm.

-Nour will send back the draft of each group project content with feedback.

4. Recompilation of names for the website

A Google Form was created and sent to the class so all groups could suggest at least two names for the website and then vote in class the name everyone liked the most. Instead of choosing just one name the class as a whole decided to combine two names in order to reflect both the purpose of the class and the final collaborative class project: Crossing Borders for Feminist Resistance.



WGS 242: Name of our class's website

Please fill out this form as a group and suggest two potential names for our class's website. We will vote as a class for the name we like the most.

Select your group's region:

- Women of color in the US and Canada.
- Southeast Asia (Vietnam)
- South Asia (India)
- North Africa and the Middle East (Palestine)
- Latin America and the Caribbean

Suggestion #1

Your answer _____

Suggestion #2

Your answer _____

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5. Excel sheet with timeline group tasks



An Excel sheet was created to keep track of the tasks every group had to fulfill every week thus send emails to the groups that did not fulfill those tasks on time.

	A	B	C	D	E
1			Tasks		
2		Groups	Share document and folder with Sofia	Fill out Google Form with name proposals	
3		Women of color in the US and Canada	x	x	
4		Southeast Asia (Vietnam)	x	x	
5		South Asia (India)	x	x	
6		North Africa and the Middle East (Palestine)	x	x	
7		Latin America and the Caribbean			
8					
9		Name of the website: Crossing borders for feminist resistance			
10		cbfr (subdomain name)			
11					
12					

6. Website layout

The students in charge of the project and Prof. Roman-Odio met to decide the structure of the website so all students could picture better how the website would look like and to confirm once more all the information every group should share with us.

WGS 242: Transnational Feminisms
 Final Collaborative Class Project
 Website layout

Crossing Borders for Feminist Resistance					
Syllabus	Readings summaries	Glossary	Background Research	Women's Organizations	About Us
		Two definitions per text.	Country 1 Country 2 Country 3 Country 4 Country 5	Organization 1 Organization 2 Organization 3 Organization 4 Organization 5	-Biographical information about Prof. Roman-Odio and the history of the transnational feminisms discipline at Kenyon College -Research groups
	Collage of the authors their books covers  Summary and quote of every text.		Introduction and demographics Political and economic context Colonial and post-colonial experiences Impact of culture and the government on women's movements Country's relationship with the West	Name of the organization Origin Main issues it addresses Challenges Achievements and drawbacks Relationship to the government and the country's culture Relationship to transnational organizations	Biographical information about Prof. Roman-Odio and the history of the transnational feminisms discipline at Kenyon College Research groups. -Picture of the group.  -Information about its members: name, major, graduation year -Quote: learning experience of this project.