WGSS 111
FEMINIST PERSPECTIVES ON CURRENT EVENTS
3 credits

PREREQUISITES: None

COURSE DESCRIPTION
Introduction to feminist analysis through the examination of current events and their relation to gender, sexuality, race, ethnicity, nationality, religion, class, age, and ability. Topics vary from term to term and may include issues related to politics, social movements, education, the workplace, science and technology, the environment, globalization, arts and culture, and the media. May be repeated for credit when topic varies. This course is repeatable for a maximum of 9 credits.

REQUIRED LEARNING RESOURCES

COURSE LEARNING OUTCOMES
As a result of taking WGSS 111, students will be able to:
1. Describe the feminist understanding of knowledge production.
2. Explain how cultural and historical contexts and the mediation of various institutions (including government, science, technology, education, news, entertainment, and social media) impact the social meaning and significance attached to events.
3. Utilize feminist lenses to critically analyze contemporary issues and current events.

BACCALAUREATE CORE LEARNING OUTCOMES
This course fulfills the Baccalaureate Core requirement for the Social Processes and Institutions (SPI) category. It does this by critically examining current events relating to gender, race, and other categories of difference through feminist theoretical frameworks.

Students in Social Processes and Institutions courses shall:
1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s).
3. Critique the nature, value, and limitations of the basic methods of the social sciences.
### Integration and Assessment of Baccalaureate Core Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Integration</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Use theoretical frameworks to interpret the role of the individual</td>
<td>Course readings, discussions, and activities; weekly writing assignments</td>
<td>Weekly writing assignments: Writing prompts will cover significant events and issues and a variety of feminist theoretical frameworks. Responses should demonstrate critical thinking and substantive engagement with prompts and course themes.</td>
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<td>within social process and institutions.</td>
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<tr>
<td>2. Analyze current social issues and place them in historical context(s)</td>
<td>Course readings, discussions, and activities; oral presentation</td>
<td>Oral presentation: The presentation should demonstrate strong oral communication and audio/visual aids that enhance understanding about the issues. Analysis of issues situates them within particular social and historical contexts.</td>
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<td>3. Critique the nature, value, and limitations of the basic methods of</td>
<td>Course readings, discussions, and activities; final paper</td>
<td>Final paper: The final paper will be assessed on the demonstration of: understanding of course themes and concepts and effective use of feminist analysis to critique underlying assumptions in the social, political, and/or media discourse around current events.</td>
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<td>the social sciences.</td>
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### EVALUATION OF STUDENT PERFORMANCE

- **Attendance and participation: 10%**
  
  In the feminist classroom, we understand knowledge as a product constructed by the knowers. This means your participation and input into our collective knowledge-making is valuable. As a student in a feminist classroom, you are responsible to your classmates as well as to yourself for the success of our joint teaching and learning. Therefore your attendance and active participation are required. You demonstrate your commitment to the class by arriving on time, being prepared, staying for the entire class, listening actively, contributing to discussions, and engaging enthusiastically in learning activities. If you must miss a class, you are responsible for making sure your work is still turned in on time and for finding out from your classmates what you missed. If you know in advance that you will miss a class, please inform the instructor, but do not ask, “Am I going to miss anything important?”

  In the feminist classroom, we also value respect and difference. We strive to create a safe space in which people can voice opinions and struggle with ideas in an atmosphere of welcome and mutual support. While we freely challenge ideas, we always try to do so in
a way that values each learner, even as we may disagree on various points of discussion. We do not make comments that attack or devalue anyone else, particularly on the basis of differences in gender, race/ethnicity, social class, sexual identity, ability, age, national origin, or religion.

- **Weekly writing assignments: 30%**
  Weekly writing assignments will ask students to respond to assigned readings, films, other media, and/or topics addressed in class. Writing prompts will ask students to apply feminist perspectives to analyze the role of the individual within social processes and institutions.

- **Oral presentation: 20%**
  Students will deliver presentations in small groups. Each group will analyze a current event and use strong oral communication and audio/visual aids to demonstrate their understanding of course concepts. Presentations should analyze current social issues and place them in historical context(s).

- **Final Paper: 40%**
  A 4-5 page research paper on an assigned topic or a topic selected by the student in consultation with the professor. Papers should follow MLA standards, double-spaced, and edited for spelling and grammatical errors. The paper should demonstrate the student’s ability to use feminist analysis to critique the nature, value, and limitations of the basic methods of the social sciences.

**GRADING**

A Excellent work. An example for all to follow. Exhibits openness to and unusually sharp insight into many sides of an issue. Shows considerable critical thought. Written work is virtually flawless in terms of grammar, spelling, cogency, and content. Performs far above minimum requirements. Exceptionally articulate.

B Above average. Speaks and writes well. Performs above the minimum requirements. Demonstrates very good understanding of ideas.

C Speaks and writes in an acceptable manner. Work is satisfactory, average. Minimum requirements met.

D Below average work. Minimally acceptable, but unacceptable if this course is required.

F Unacceptable work. Does not meet minimum requirements

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93</td>
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<tr>
<td>A-</td>
<td>90</td>
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<tr>
<td>B+</td>
<td>87</td>
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<tr>
<td>B</td>
<td>83</td>
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<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>77</td>
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<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>67</td>
</tr>
<tr>
<td>D-</td>
<td>63</td>
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F below 60
Incompletes will be given only under extreme circumstances, such as a serious medical problem or a death in the family. If you believe you may need to request an incomplete, please talk with the instructor as soon as possible.

Late assignments will be penalized one-third letter grade per day late.

## COURSE SCHEDULE

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<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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| 1    | *Threshold Concepts*, Chapter 1 - Introduction  
*Weekly writing assignment #1 due* |
| 2    | Thematic readings and/or videos  
*Weekly writing assignment #2 due* |
| 3    | *Threshold Concepts*, Chapter 2 – The Social Construction of Gender  
*Weekly writing assignment #3 due* |
| 4    | Thematic readings and/or videos  
*Weekly writing assignment #4 due* |
| 5    | *Threshold Concepts*, Chapter 3 – Privilege and Oppression  
*Weekly writing assignment #5 due* |
| 6    | Thematic readings and/or videos  
*Weekly writing assignment #6 due* |
| 7    | *Threshold Concepts*, Chapter 4 – Intersectionality  
*Weekly writing assignment #6 due* |
| 8    | Oral presentations  
*Weekly writing assignment #8 due* |
| 9  | Threshold Concepts, Chapter 5 – Feminist Praxis  
    | **Weekly writing assignment #9 due** |
|----|--------------------------------------------------|
| 10 | Thematic readings and/or videos  
    | **Weekly writing assignment #10 due** |
| Finals | **Final paper due** |

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Student Conduct Expectations Link**

The Code of Student Conduct (4.2) prohibits Academic Misconduct and defines it as:

**Any action that misrepresents a student or group’s work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.**

Prohibited behaviors include, but are not limited to doing or attempting the following actions:

1. **Cheating.** Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.

2. **Plagiarism.** Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.

3. **Falsification.** Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.
4. **Assisting.** Any action that helps another engage in academic misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test/doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.

5. **Tampering.** Interfering with an instructor’s evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.

6. **Multiple submissions of work.** Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.

7. **Unauthorized recording and use.** Recording and/or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

**Statement Regarding Religious Holidays**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.