Course Name: Feminist Perspectives on Current Events
Course Number: WGSS 111
Credits: 3
Instructor name: Nancy Barbour
Instructor email: nancy.barbour@oregonstate.edu
Instructor office: 315 Waldo Hall
Instructor telephone: 541-737-5033
Course 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.

Communication
Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This class combines approximately 90 hours of instruction, online activities, readings, and assignments for 3 credits.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk online.

Required Learning Resources
Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course is delivered via Canvas, where you will interact with your classmates and your instructor. You will access the learning materials within the course site, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
Upon completion of this course, 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.

Bacc Core
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 processes 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>SPI Learning Outcomes</th>
<th>How outcome is integrated into course</th>
<th>How outcome is assessed</th>
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<tbody>
<tr>
<td>1. Use theoretical frameworks to interpret the role of the individual within social</td>
<td>Course readings, lectures, audiovisual materials, class activities, and weekly writing assignments promote</td>
<td>Weekly writing assignments: Writing prompts will cover feminist frameworks for making sense of significant current</td>
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<td>processes and institutions.</td>
<td>critical thinking and encourage students to employ feminist theoretical frameworks to analyze how</td>
<td>events and issues. Responses should demonstrate critical thinking and substantive engagement with prompts.</td>
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<td></td>
<td>individual identities are understood within broader social processes 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 and discussions examine the historical contexts within which feminist theories and ways</td>
<td>In weekly discussions, students should demonstrate critical</td>
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<tr>
<td></td>
<td>of knowing developed</td>
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and how these frameworks impact our understanding of current social issues and events.

thinking about the relationships between historical and contemporary contexts for social issues and how these contexts situate individual, group, and institutional responses to current events.

3. Critique the nature, value, and limitations of the basic methods of the social sciences.

Course readings, discussions, activities and assignments ask students to think critically about how we know what we know and to question ontological and epistemological assumptions commonly employed in the social sciences.

The final project is assessed on students’ demonstration of: understanding of course themes and concepts; critical thinking; and effective analysis of current issues and events in relation to broader cultural and social processes.

Evaluation of Student Performance

ASSIGNMENTS

Discussion and Participation: 20%

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 active participation is required. You demonstrate your commitment to the class by posting on time, being prepared, contributing to discussions, and engaging enthusiastically in learning activities.

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.

Discussion responses are an opportunity for students to demonstrate critical thinking about the relationships between historical and contemporary contexts for social issues and how these contexts situate individual, group, and institutional responses to current events.

This course is offered through Oregon State University Extended Campus. For more information visit: http://ecampus.oregonstate.edu.
Weekly Writing Assignments: 40%

Weekly writing assignments ask students to respond to assigned readings, videos, other media, and/or topics addressed in class. Writing prompts will cover significant current events and issues and emphasize the use of feminist frameworks to analyze the role of individuals within social processes and institutions. Responses should demonstrate critical thinking and substantive engagement with prompts and frameworks.

Final Project: 40%

A 4-5 page research paper or 10-15 minute audio-visual presentation on an assigned topic or a topic selected by the student in consultation with the professor. Final projects should demonstrate your understanding of how feminist frameworks engage and challenge social science methods and your ability to critically analyze current issues and events in relation to broader cultural and social processes.

EVALUATION

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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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93</td>
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<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>77</td>
</tr>
<tr>
<td>C-</td>
<td>77</td>
</tr>
<tr>
<td>D</td>
<td>67</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
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COURSE SCHEDULE
Check the announcements on Canvas frequently for changes to the syllabus and weekly course schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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| 1    | *Threshold Concepts*, Chapter 1 - Introduction  
    Post to Week 1 discussion board  
    Weekly writing assignment #1 due |
| 2    | Cultural and Historical Contexts for Current Events: Supplemental readings, case studies, and/or videos posted to Canvas  
    Post to Week 2 discussion board  
    Weekly writing assignment #2 due |
| 3    | *Threshold Concepts*, Chapter 2 – The Social Construction of Gender  
    Post to Week 3 discussion board  
    Weekly writing assignment #3 due |
| 4    | Critical Analysis of Gender and the Social Sciences: Supplemental readings, case studies, and/or videos posted to Canvas  
    Post to Week 4 discussion board  
    Weekly writing assignment #4 due |
| 5    | *Threshold Concepts*, Chapter 3 – Privilege and Oppression  
    Post to Week 5 discussion board  
    Weekly writing assignment #5 due |
| 6    | The Role of the Individual within Social Processes and Institutions: Supplemental readings, case studies, and/or videos posted to Canvas  
    Post to Week 6 discussion board  
    Weekly writing assignment #6 due |
| 7    | *Threshold Concepts*, Chapter 4 – Intersectionality  
    Post to Week 7 discussion board  
    Weekly writing assignment #7 due |
| 8    | Using Feminist Theoretical Frameworks: Supplemental readings, case studies, and/or videos posted to Canvas  
    Post to Week 8 discussion board  
    Weekly writing assignment #8 due |
| 9    | *Threshold Concepts*, Chapter 5 – Feminist Praxis  
    Post to Week 9 discussion board  
    Weekly writing assignment #9 due |
| 10 | Strategies for Social Change: Supplemental readings, case studies, and/or videos posted to Canvas  
Post to Week 10 discussion board  
Weekly writing assignment #10 due |
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<tr>
<td>Finals</td>
<td>Final Project due</td>
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**Course Policies**

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due on Mondays.

**Late Work Policy**
Late assignments will be penalized 5% per day late.

**Incompletes**
Incomplete (I) grades are granted at the discretion of the instructor (see OSU's Academic Regulation 17). Generally, an incomplete will be granted only in compelling, extreme, and/or emergency cases, and if the student has submitted all but the final assignment. If you are facing challenges that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
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. 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.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a
violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring and Writing Assistance
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State Online Writing Lab (OWL) is also available for students enrolled in Ecampus courses.

TurnItIn
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit Academic Integrity for Students: Turnitin – What is it?

Student Evaluation of Courses
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled
questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.