



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JENNIFER WAGNER LAWLOR	jaw55	Liberal Arts (LA)	Not Available
LAURA SPIELVOGEL	lts5125	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **WMNST**

Number: **301**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(WMNST 301N) Sexualities, Gender and Power: Feminist Thought and Politics

Course Information

Cross-Listed Courses:

Prerequisites:

WMNST 105; OR WMNST 100; OR WMNST 106;

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Sex/Gender/Power

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Women's, Gender, and Sexuality Studies (UPLA_WGSS)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

WMNST 301 is a survey of both historical and contemporary theoretical texts representing the central problematics of contemporary feminist and queer theoretical debates. This is an interdisciplinary survey course in feminist theories, exposing students to the historical and contemporary politics that have shaped feminist theory. In this course, students will read and analyze major trends in feminist thought through an interdisciplinary lens that highlights the roles of race, class, disability and sexuality in feminist theory. This course balances a consideration of theory with contemporary political debates connected to feminist theory—particularly political debates about identities, bodies, sexualities, and reproduction.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1. Intersectional Approaches to Feminist Theory and Politics -- one week
2. Second-Wave and Liberal Feminism -- one week
3. The Struggle for Women's Equal Rights and Second Wave Feminist Thought and Politics - one week
4. Radical Movements, Sexualities, and Gender Identities -- one week
5. Transgender History and Politics -- one week
6. Care Feminism --one week
7. Psychoanalytic Feminism --one week
8. Existentialist Feminism -- one week
9. Chicana Feminisms: Immigration, Nation, and Labor -- one week
10. Black/African-American Feminisms -- one week
11. Asian-American and Indigenous Feminism -- one week
12. The Racial Politics of Birth Control, Reproduction --two weeks
13. Race, Gender, and Feminism in 2017 -- two weeks

Course Description:

WMNST 301 Sexualities, Gender and Power: Feminist Thought and Politics (3) (GH;GS;US;) This course is an interdisciplinary survey of historical and contemporary feminist theories in both the United States and international contexts. While attention is given to key historical moments in feminist thought, the course stresses theoretical trends and debates in feminism today. Course themes will include: (1) feminist epistemology and standpoint theory, epistemic privilege and epistemologies of ignorance; (2) postcolonial critiques of western feminism, and contemporary efforts to define a transnational and anti-racist feminism, (3) gender identity and the very viability of the category; (4) the concept of freedom, liberation, and of women's agency in feminist narratives of liberation, (5) theoretical implications for defining productive labor for women that is not exclusively the labor of childbirth, and the

subsequent care of children and family; (6) the ongoing search for new paradigms of embodiment and interdependency (such as feminist disability and care studies) that counter patriarchal epistemologic constructions.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: JENNIFER WAGNER LAWLOR (jaw55)

Title:

Phone:

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City:

Fax:

| Name: ERIN ALLYSON HEIDT-FORSYTHE (eah28)

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City: State College

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| Name: LAURA SPIELVOGEL (lts5125)

Title: SR. LECT WOMEN'S STUDIES

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Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The overall purpose of this course is to advance students' basic, introductory knowledge of feminist thought. According to the learning objectives, a student who completes this course should be able to:

1. identify major lines modern feminist thought in the U.S. (e.g. liberal, radical psychoanalytic, Marxist/Socialist, postmodern, Black, transnational);
2. define and explain the centrality of the concept of "intersectionality" as a feminist analytic tool;
3. identify and describe major American feminist theorists, and the line of feminist thought each represents;
4. debate contemporary issues using analytic tools gained during the course, with an emphasis on relationships of power and social inequality;
5. outline the impacts on mainstream feminisms of contemporary feminist movement and thought from feminists outside the global north.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Evaluation methods include: short writing assignments; discussion forums; quizzes and unit exams; quality of in-class participation based on assigned readings; midterm and final. Quizzes will ensure knowledge of major terms and major figures in feminist thought, as outlined in the textbook and articles. The two exams are designed to assess students' understanding of major concepts, including intersectionality as a feminist analytic tool. and major lines of feminist thought. The major writing assignment will be an analytic essay that demonstrates students' ability to construct an extended analysis of a contemporary issue related to care, psychoanalytic, or existential feminisms, integrating the tools of analysis they have learned.

Each method carries a percentage of the final grade:

Quizzes 20%

Exams (2) 50%

Discussion/Participation 10%

Essay 20%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

WMNST 301 is a required core course for both the major and the minor in Women's Studies. It is the first course in the WMST curriculum to focus exclusively on the history of feminist thought, and the rise of a distinctive and rigorous theorizing of women's history and culture. WMNST 301 is a gateway course, linking the introductory courses to other 300 and particularly 400 level courses in modern/contemporary feminist theory.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

The course is required for WMNST majors and minors, and it understood to be majors' first directed survey of contemporary feminist and queer theories. While the course emphasizes feminist movement in the US, it prepares students for comparative study of US and non-Western feminisms in other WMST and area studies coursework.

A description of any special facilities:

A smart classroom is highly desirable.

Frequency of Offering and Enrollment:

Offered every semester, typically with 35 registered.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

WMNST 301 is not changing its content or format. Rather, this proposal requests recertification of this course, and confirms its gen-ed status as GH, GS, US, IL

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

a. The Effective Communications objectives are met through exercises in writing, speaking, debating, and/or other forms of self-expression. Students will be asked to participate daily in discussion, and to augment their ideas through weekly on-line postings, to which classmates are required to respond. This variety of assignments balance demands for accurate summaries of theoretical positions, and analytical thinking that discerns the many common themes threading through these texts. Additionally, students will learn how to explain abstract theoretical positions in a form accessible to others.

b. The Key Literacies objectives are achieved through the practice of information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation. Required research paper will require the use of traditional information gathering using electronic resources and texts easily available at our library. The more social-science oriented student is welcome to bring her observational and ethnographic skills to the class, and to her work.

c. The Critical and Analytical learning objects are satisfied through synthesis and analysis in solving and critical thinking, including, where appropriate, the application of reasoning and interpretive methods, and quantitative thinking. This is the centerpiece of this course, given its emphasis on understanding the active and ongoing evolution of contemporary feminist thought. Thinkers will routinely opposed or aligned with one another, and the accuracy of interpretation as well as the insights of philosophical reasoning and historical extrapolation. Attention to both interpretive and analytic skills are essential.

d. Feminist analysis is not limited to any time period or any location. As a global movement, students begin learning in this course

how to analyze similarities and differences in the status of women in any given time or place. For this reason, students will be learning how to bring the central analytical methods of feminist work to their work in other courses, and in other majors. WMNST 301 is the first course in the WMNST major and minor in which students are asked to consider how different theoretical lenses in feminism offer the possibility of "more objective" (Donna Haraway) knowledge of women's experiences as individual subjects, and as a community. Furthermore, the varied types of research encouraged in course assignments encourages students to draw from and integrate knowledge from other disciplines.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students will have many opportunities to be assessed on progress toward meeting learning objectives. Assessments will include a balanced selection from among these assignments: (1) individual presentations based on accurate summarization of readings, and the ability to compare theories along major lines (2) group presentations, based on a research project conducted jointly by a group of students; (3) class participation, including attendance and participation; (4) short writing assignments based on class readings, personal reflections, and assigned out of class activities; (5) longer papers requiring independent research; (6) quizzes and exams.

The effective communication learning objective is addressed by (1) - (5). The key literacies learning objective is met primarily through the preparation work for (2) and (5). The skills needed for analyzing texts, and for gleaned information from various information technologies will be required skills for the effective integrative thinking that allows students to compare social situations. Given the emphasis in the latter part of the course on women's health and reproductive rights, students will be required to consider the relationship of health and health access in the US generally, and in different locals, more specifically.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The course is designed in part to trace the history of feminist thought from its origins in Europe to its development in the United States throughout the nineteenth and twentieth centuries. The majority of the texts covered will be historical and/or philosophical documents—but instructors may well include important literary or artistic texts that illustrate and/or embody major theoretical developments. As the reading reaches the last decades of the 20th century and moves into the 21st. There will be attention to post-colonial feminisms in order that students start thinking about the role of the United States in women's lives around the globe—and how global feminisms is taking shape in the field. The course presents the ongoing dialogue among feminist thinkers from different historical moments and situations. Therefore, the course stresses the ability to discern and articulate factually the basic arguments and theoretical trends that inform contemporary feminisms. It also asks the student to analyze systematically theories both in terms of its internal coherence, and also in terms of critiques mounted against them, and driving feminism forward. Discussion in class and on line, argument summaries, and research papers will ensure ongoing, active engagement with the material.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The social science knowledge domain is represented in the emphasis throughout the course of several sociological tools of analysis, the most important of which is "intersectionality." Described as both a "framework" for analysis and as an analytic tool, intersectionality has become a defining theoretical rubric, emphasizing the dynamic nature of interlocking social characteristics, including race, class, gender, sexuality, ethnicity, and more. The centrality of this analytic tool is evident in its usefulness for feminist research in many fields, from political science and sociology to history, literature and philosophy. In this course, the emphasis is on understanding complex social locations experienced by women and by social minorities, and how their particular locatedness impacts their capacity for political agency. While intersectionality has transformed notions of both theory and research in WMNST over the last 30 years, its emergence as a self-consciously critical approach also means it must be self-critical. Students will learn how the "practice" of intersectional analysis develops over time, illustrating the interanimation of theory and practice. The course emphasizes the relationship between social power/inequality and experiential domains such as work and family

life, discrimination and oppression, as revealed through unequal access to education and social services, reproductive rights, and political agency, Social identity is a key topic implicit in the intersectional "matrix".

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Because Women's, Gender and Sexuality Studies is by its very nature interdisciplinary: faculty for 301 draw readings from philosophy, literature, film and history, as well as geography, psychology, sociology and criminology. What integrates the humanities and social science fields are several theoretical tools, such as intersectionality. Intersectionality is a versatile theoretical lens as useful to humanistic analysis as it is to the social science domain (from which it emerged). Intersectional analysis fine-tunes the students' abilities to describe race, class, gender in both historical and literary texts; conversely, the attention to narrative and close reading characteristic of humanities analysis leads students to consider the importance of the stories we tell ourselves about ourselves, and about others. The question of "whose narrative dominates" brings one back to intersectional considerations -- that is, these methodologies from each domain work synergistically.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

As stated above, it is almost not possible to teach feminist thought without drawing on both humanistic and social science methodologies, as the entire field is characterized by theorization from scholars in philosophy, literature, rhetoric, history, psychology, anthropology, sociology and more. A typical syllabus (including the one attached) will often include literary texts (particularly novels and poetry), as well as contemporaneous social documents. Examples include Mary Wollstonecraft in the 18th century, Josephine Butler in the 19th, Simone de Beauvoir or Patricia Hill Collins or Gloria Anzaldua in the 20th, and beyond. All these figures and so many more are central in the history of feminist thought, providing literary and philosophical texts; social science research; reflections and analysis relating to race, gender and class. Memoirs are also a frequent genre of assignment: these narratives tend to be at once literary, historical, psychological and sociological in their purview. In the syllabus attached, the assigned text *Killing the Black Body*, by law professor Dorothy Roberts, is preceded by readings in feminist poetry, sociology and political science; students also watch a documentary film on rape. They could as easily read a novel that embodies these various readings in the lives of fictional characters.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The majority of faculty in Women's, Gender and Sexuality Studies have interdisciplinary appointments which demonstrate their expertise and teaching competence in multiple fields of study. Our graduate students all pursue dual degrees in other departments, making them particularly well-suited to an integrative approach. Faculty across the commonwealth have taught this course for over 15 years demonstrating our facility in identifying instructors who are trained in both the humanities and the social sciences. At UP, our graduate students participate in a dual-degree program, meaning that they are involved in work that is explicitly interdomain.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

The course overall presents the ongoing dialogue among feminist thinkers from different historical moments and situations. Therefore, the course stresses the ability of students to discern and articulate factually the basic arguments and theoretical trends that inform contemporary feminisms. It also asks the student to analyze theories both in terms of its internal coherence, and also in terms of critiques mounted against them, and driving feminism forward. Discussion in class and on line, argument summaries, and research papers will ensure ongoing, active engagement with the material. Furthermore, references in readings and in class to current events related to women, gender, sexuality and social justice offer opportunities to the integration of classroom and public domains.

General Education Designation Requirements

Intercultural Requirements:

This course clearly meets US Cultures requirements, thanks to the inherently interdisciplinary nature of the course, its stated focus on US feminisms as responses to social identity issues, and its attention to the ways in which feminism challenges dominant power structures and their impacts of the lived experience of every single citizen in this country (4a, 4b, 4c, 4d). The course actively cultivates student knowledge of issues of social identity such as ethnicity, race, class, religion, gender, physical/mental disability, age, or sexual orientation (4f, 4h). Throughout the course, class discussions, assignments in media research, conveys to students not only the variety of cultural beliefs and practices in this country, but also how and why these differences become flash-points.

Social justice is the core concern this (and most) Women's Studies courses, and thus meets (4k): attention to understanding the nature of social justice and equity in the context of systemic racism, classicism, ableism, and sexism. These criteria actually define the very core of the field of Women's Studies.

Campuses That Have Offered (WMNST 301) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

WMNST 301N (3 credits)

Prerequisite

Introductory-level WMNST course (083, 100, 105, 106)

Course Attributes/Designations:

BA, US, GS

General Education Learning Objectives

1. Develop and improve critical reading, writing and communication skills by completion of wide variety of written and oral assignments;
2. Assess the interrelationships of the humanities and social sciences by reading one domain through another, using interconnected literary and cultural texts including literature, film, new media, artifacts;
3. Analyze contemporary issues through multiple disciplinary lenses, guided throughout by feminist methodologies and ethical considerations;
4. Assess one's own values on gender and sexuality, by comparing different habits of mind and cultural assumptions against one's own.

Course Description

This is an interdisciplinary survey course in feminist theories, exposing students to the historical and contemporary politics that have shaped feminist theory. In this course, students will read and analyze major trends in feminist thought through an interdisciplinary lens that highlights the roles of race, class, and sexuality in feminist theory. This course balances a consideration of theory with contemporary political debates connected to feminist theory—particularly political debates about identities, bodies, sexualities, and reproduction.

Course Learning Objectives

1. Engage with essential historical and contemporary texts in feminist, gender, and sexuality theory;
2. Identify 5-7 major strands in feminist theory, and be able to distinguish their basic premises;
3. Integrate theoretical perspectives into one's analysis of current topics or events in the contemporary world, or in earlier historical periods;
4. Apply a basic understanding of intersectional theory to specific events or texts, including reproductive rights;
5. Finetune students' analytic skills, reinforced with greater attention to logical argumentation and evidence-building in written and oral assignments.

Required Texts

1. Tong, Rosemarie. 2018. *Feminist Thought: A More Comprehensive Introduction*. 5th Edition. Westview Press: Boulder.
2. Roberts, Dorothy. 1998. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. Vintage: New York.

3. Articles, Chapters, and Documents linked on CANVAS

****Please bring readings/print outs to class****

Course Requirements

1. Participation: 10%
2. Exam 1: 25%
3. Exam 2: 25%

4. Writing Assignment: 20%
5. CANVAS Quizzes: 20%

Computer and Cell Phone Policy

The use of laptops and cell phones are prohibited during class. Please prepare for the class in advance by printing class materials and/or bringing class materials on an e-reader (not a laptop). I reserve the right to prohibit e-reader devices if they cause student disruption.

Class Mission Statement

This is an open and inclusive class, with a strong commitment to principles of equality, respect, and social justice. As such, this class resists ideologies and structures that seek to oppress, diminish, and exploit some people to the benefit of others. In more plain language, this is an anti-racist, -sexist, homophobic, -transphobic, and –Islamophobic classroom that is committed to upholding a diversity of ideas, opinions, and points of view.

Sometimes you and your classmates will disagree, and this is often how learning occurs. However, equality, respect, and social justice are paramount in our discussions. If you wish to take this class, I expect all students to adhere to and uphold these expectations, even if you don't always agree with course texts, your colleagues, or me.

Course Components

I. Participation (10%)

This class relies heavily on your participation as active learners in women's and gender studies. Attendance is extremely important to the mastery of the subject matters in this class, as is active reading of the required texts, viewing of the class media, and participation in discussion. Your participation grade is based on two components: attendance and participation in class.

Attendance Policy:

You have two excused absences for class. This means up to two absences of regular classes, that you do not need to notify me before your absence. Long-term absences and absences from the days listed above must be discussed in advance with me, or your grade will be negatively affected.

In Class Participation:

In class participation/discussion is graded on quality—see page 6 for more detail on how to effectively participate in this course.

II. Exam 1 (25%)

Exam 1 will take place on 10/10/17. It will be composed of short answer, definitions, and short essays. I will be distributing a review sheet one week prior to the exam date. The previous class will be devoted to exam review.

III. Exam 2 (25%)

Exam 2 will take place during finals week, date TBA. It will be composed of short answer,

definitions, and short essay questions. I will be distributing a review sheet one week prior to the exam date. The last class on 12/8 will be devoted to exam review.

IV. Writing Assignment (20%)

You will be writing an analytic essay between 5 and 7 pages midway through the class, discussing contemporary issues in care, psychoanalytic, and existential feminisms. A detailed essay prompt, description of assignment, and grading rubric will be distributed in class. The writing assignment will be due 10/31/2017.

V. CANVAS Quizzes (20%)

Every Tuesday (except for exam days and holidays), there will be a CANVAS quiz for students to complete *before* the beginning of class (9:05AM) on the day of class. You will be taking this quiz online on this class's CANVAS site (under the Lessons tab). The quiz format is multiple choice, matching vocabulary and definitions, and fill in the blank. The quizzes are graded automatically. Each quiz will be on that day's readings.

You must complete 7 out of the possible 9 quizzes during the semester. Missing quizzes cannot be made up after the class date, and you will lose points for missing quizzes.

Class Grade Scale

Please see page 6—7 for more information on grading.

A: 94—100%

A-: 90—93%

B+: 87—89%

B: 83—86%

B-: 80—82%

C+: 77—79%

C: 70—76%

D: 60-69%

F: 60% and Below

Email Communication and Office Hours

You may contact me at heidtforsythe@psu.edu at any time, but please note that I check email between 9AM and 6PM, Monday through Friday. If you contact me over the weekend, I will read your email the following Monday. My office hours will take place in my office, 123 Willard Building. If office hour times do not work for you, please schedule alternative office hours with me via email at heidtforsythe@psu.edu.

Academic Integrity

The Department of Women's Studies, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe. All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not. Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity. In cases of any violation of academic integrity it is the

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at Commonwealth Campuses

(<http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Class Schedule

T 8/22: Introduction

- Discussion of class expectations, assignments, and reading schedule

Th 8/24: Reading Feminist Theory and Politics: Foundational Concepts

- CANVAS Shaw and Lee 105—120
- Tong p1—9

T 8/29: Intersectional Approaches to Feminist Theory and Politics I

No CANVAS Quiz Today

- CANVAS Dill and Zambrana, "Critical Thinking About Inequality: An Emerging Lens"
- Signed syllabus (page 8) due

Th 8/31: No class: instructor is at a conference!

T 9/5: Introduction to Liberal Feminism

- Tong p11—21

Th 9/7: 19th Century Liberal Feminism: Race, Gender, and "Personhood"

- CANVAS "A Declaration of Sentiments"
- CANVAS "Ain't I a Woman?"
- Tong p 105—106

T 9/12: Equal Rights

CANVAS Quiz

- Tong p21—36
- Tong p 106—108

Th 9/14: Reframing Second Wave Feminist Thought and Politics

- CANVAS Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism"
- Film In Class: "Unbought and Unbossed"

T 9/19: Radical Feminism

Due: CANVAS Quiz

- Tong p39—47

Th 9/21: Radical Manifestos

- CANVAS Joreen (Jo Freeman), "BITCH Manifesto"
- CANVAS Bunch, "Lesbians in Revolt"
- CANVAS Combahee River Collective, "A Black Feminist Statement"

T 9/26: Radical Approaches to Reproduction, Sexuality, and Motherhood

Due: CANVAS Quiz

- Tong p52—71

Th 9/28: Radical Histories, Sexualities, and Gender Identities I: Trans* Politics I

- CANVAS Susan Stryker, *Transgender History* Ch 1 (p 1—30)
- CANVAS Leslie Feinberg, "Transgender Liberation: A Movement Whose Time Has Come"

● Film in Class: “Screaming Queens”
T 10/3: Radical Movements, Sexualities, and Gender Identities II: Trans* Politics II

Due: CANVAS Quiz

- CANVAS Susan Stryker, *Transgender History* Ch 3 (p 59—90)
- CANVAS Selections from Janet Mock, *Redefining Realness*

Th 10/5: Exam 1 Review

- No readings

T 10/10: Exam 1

Th 10/12: Care Feminism

- Tong p183—203

T 10/17: Psychoanalytic Feminism

Due: CANVAS Quiz

- Tong, p155—181

Th 10/19: Existentialist Feminism

- Tong p231—258

T 10/24: Chicana Feminisms: Immigration, Nation, and Labor

- Tong p 118—121
- CANVAS Anzaldúa, “The New Metiza Nation: A Multicultural Movement”
- Film In Class: *Frontline*, “Rape in the Fields”

Th 10/26: Black/African-American Feminisms

- Tong p108—118
- CANVAS Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”
- CANVAS Collins, “What’s in a Name? Womanism, Black Feminism, and Beyond”

T 10/31: Asian-American and Indigenous Feminisms

- Tong p 121—130
- Film in Class: *American Revolutionary: The Evolution of Grace Lee Boggs*

→ Due: Writing Assignment

Th 11/2: *Killing the Black Body* Chapter 1

T 11/7: The Dark Side of Birth Control

Due: CANVAS Quiz

- *Killing the Black Body* Chapter 2

Th 11/9: Long Term Birth Control

- *Killing the Black Body* Chapter 3

T 11/14: Reproduction as Crime

Due: CANVAS Quiz

- *Killing the Black Body* Chapter 4

Th 11/16: Welfare and Reproduction

- *Killing the Black Body* Chapter 5

T 11/20—Th 11/24: Thanksgiving Break

T 11/28: Liberty, Race, and Reproduction

Due: CANVAS Quiz

- *Killing the Black Body* Chapter 6 and 7

Th 11/30: Liberty, Race, and Reproduction

- *Killing the Black Body* Chapter 6 and 7

T 12/5: Race, Gender, and Feminism in 2017

- Bring one printed article from one of the media outlets below that was written and published in 2017. The article should relate to one of the major themes in *Killing the Black Body*: African-American women and motherhood, birth control, reproductive health, reproductive liberty, the punishment of pregnant women for using drugs and alcohol, or assisted reproductive technologies.
- Please find your articles from one of the following places:
 - <http://nytimes.com>
 - <http://washingtonpost.com>

- <http://wsj.com>
- <http://usatoday.com>
- Be ready to talk and write about your article in class!

Th 12/7: Exam 2 Preparation

- No readings
- FINAL DATE (EXAM 2!) TBA

Doing Your Best in WMNST 301: Reading, Participation, and Grading

Reading Theory In This Class

Reading theory—be it in Women’s and Gender Studies or in other social science/humanities fields—has the reputation for being difficult. In this class, you will encounter a multitude of texts from a variety of disciplinary fields that vary in difficulty, style, tone, and length. Reading theory takes practice! To best master the material in this class, I advise the following:

Take time to do reading assignments. Do reading assignments when you are rested, and give yourself extra time to do the reading, even if they seem short in length.

Read a text once for content, and again to take notes.

What is the overall question that the author is trying to answer? This is what we call a “research question.” Can you restate the question in your own words?

Read for the overall argument (or answer to the research question) in a text. Reading theory is not about rote memorization; reading theory is about grasping and articulating overall arguments. Can you restate the argument in your own words?

How does the author build their argument? In what ways does the author see the world, and how does that inform the author’s argument(s)?

What other texts does the reading speak to? Is the reading in opposition to another text? Is the reading in agreement to another text?

Participation in WMNST 301

In this course, I will be facilitating an open, respectful, and informed class setting that considers difference in identity, opinion, and analysis as a fertile space for learning. Such an environment takes effort by both students and the professor.

Note: If you feel uncomfortable speaking in public and contributing in class, please speak to me as soon as possible so that we can arrange alternative methods of participation. Not doing so may adversely affect your participation grade.

<u>Students can prepare for participation by:</u>
<ul style="list-style-type: none"> ● Attending and participating in every class. ● Complete the required readings before coming to class. ● Consider at least one quote, concept, or idea from the reading that is interesting, provoking, and open to interpretation—write down this idea, and bring it to class. ● Participate regularly. ● Ask questions of your instructor throughout the lecture and discussion—I am <i>always</i> open to questions throughout each class. ● Ask questions of your peers.

- Treat others' contributions (from your peers, and me) respectfully, even if you disagree with them or me.
- Actively listen to others, even if you disagree with them or me.
- While I welcome personal anecdotes and experience-based contributions, always stay on topic—this means linking your personal contribution to the text, concept, or ideas we are discussing.
- Maintain a civil environment, even if we are discussing controversial subjects.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials while challenging your thinking, beliefs, and analyses of issues, concepts, and ideas.
- Keeping the class on track to master the class concepts at hand, and guiding conversation away from tangents or unrelated issues.
- Asking you to utilize a number of different skills to demonstrate your mastery of class materials.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Important Information on Grading in this Class:

Grades in this class are based on mastery of the class material. This doesn't just mean attending class and reading the material, it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays.

If you do not meet these guidelines in mastering the material, then your grade will be penalized. I encourage you to regularly check your grades on CANVAS, and calculate your grade based on the grading scale in this syllabus. Lastly, at the end of the semester, I do not allow late work or extra credit, "round up," barter, or allow you to do extra work to improve your final grade.

I, _____,
have read, understand, and will abide by the course requirements, reading schedule, and grading policies in this syllabus for WMNST 301, Fall 2017.