



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

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **WMNST**

Number: **400**

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 400N) Debates in Contemporary Feminism

Course Information

Cross-Listed Courses:

Prerequisites:

will be dropped as a requisite. WMNST 083; WMNST 100; WMNST 105; WMST 106; WMNST 301,

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Contempo Feminism

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:

This course is an advanced seminar in feminist and gender theory and praxis. The course builds on students' knowledge of feminist thought and activist movements by focusing on contemporary issues related to gender and sexuality, both in the United States and internationally. Students are encouraged to engage critically with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality--and for developing effective prescriptions for action.

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

Feminist Theory, Feminist Theories (1 week)
 Difference and Dominance (1 week)
 Gender and Labor/The economy of Gender (1 week)
 Postcolonialism and Gender (1 week)
 Violence Against Women (1 week)
 Nationalism and Women's Rights (1 week)
 Revising History: Her stories (1 week)
 Rethinking the "Feminine" (1 week)
 Objectivity and Subjectivity (1 week)
 Gender and Race (1 week)
 Women and Language (1 week)
 Feminist Ethics (1 week)
 Politics of Gender (1 week)
 Sexuality (1 week)
 Forging the Future: the Impact of Feminist Theory (1 week)

Course Description:

This course is an advanced seminar in feminist and gender theory. The primary focus is critical engagement with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class. Standpoint and intersectional approaches will ground much of the course, and provide one dominant framework for thinking about identity, oppression and social power inequalities. Students will also take on more advanced

readings addressing feminist epistemology and ontology, methodology and praxis. While topics change from instructor to instructor (for example: reproductive rights; women's health; labor; politics and voting; creative arts and representation; individual and social identities; gender and militarism) students can expect a balance between US and transnational contexts. This balance reflects contemporary feminism's acknowledgement of US global hegemony, and thus the impacts of US policies on the welfare of other nations and regions, while also emphasizing both oppositional and coalitional movements in those same nations and regions. Case studies of effective activist intervention at both local and global levels will support the bi-focal emphasis of the course.

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

Name: JENNIFER WAGNER LAWLOR (jaw55)

Title:

Phone:

Address:

Campus: UP

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.

WMNST 400 Feminist Theory (3)

(US;IL)

This course focuses on theoretical analyses of gender as major components of contemporary thought. It is designed to help students develop deeper knowledge of and facility with critical texts and theoretical frameworks, and to engage through them contemporary debates related to gender, race, class and their intersection. The course addresses theoretical issues rooted in an analysis of gender, critiques theories that do not attend to such issues, and investigates the premises and implications of feminist theory. As an advanced theory class for the major, the course challenges students not only to further their understanding of feminist theory, but also to engage these theories in the analysis of debates related to gender, race and class inequality that are in the news. Students who successfully complete this course will be able to:

- 1) demonstrate working knowledge of at least three demonstrate how different feminist theories can highlight different aspects of the same women's issues The course will relate analyses of gender to analyses of race, class, religion, ethnicity, national origin, and sexual orientation.
- 2 evaluate and implement in their writing and (if applicable) activism the tools which feminist theories offer
- 3) possess intermediate to advanced knowledge about three major "schools" of contemporary feminist theory (e.g. Global Feminism, Women of Color Feminism, Postmodern/Posthuman Feminism, or others)
- 4) demonstrate in written and oral work a basic ability to analyze, rather than just describe, experiences and perspectives of women and gender minorities
- 5) evaluate theoretical implications of contemporary gender debates in the news and social media with an eye to media bias (in whatever political direction)
- 6) articulate the difference between feminist and queer theory (itself a current debate)

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.

Class Participation (20%) of final grade, divided between attendance and quiz scores). Attendance is required and thus expected in this class. Unexcused absence from class results in a lower grade, as specified on each instructor's syllabus.

Quizzes (10% of final grade)

Midterm Exam (15%)

Out-of-class Written Work (15% of final grade). There will be one or two research papers (as determined by instructor).

Weekly On-line postings/reading responses (15% of final grade)

Final research paper (25%)

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.

As an advanced undergraduate theory course, WMNST 401 should be taken only with considerable coursework--including the prerequisite 301--completed. Students will be expected to have more than a passing knowledge of major streams of contemporary theory theory before taking the course. , and be ready to engage with the theory they find most compelling. For majors, either WMNST 400 or 401 is required, and must be taken BEFORE the semester in which the student enrolls in before the capstone course, WMNST 492W.

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.

WMNST 400 is one of four specific requirements for the major (an introductory course; WMNST 301; WMNST 400 or 401; WMNST

492W). For majors then, this is a critical upper-division course. WMNST 400 advances the depth and breadth of student knowledge of feminist theory, building off of theories introduced in 301. Minors are encouraged to take 400 to fulfill one of two required 400-level courses.

A description of any special facilities:

Frequency of Offering and Enrollment:

WMNST 400 will be offered once a year, alternating with WMNST 401. Enrollment is typically 25 students.

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.

This course is being submitted for recertification. WMNST 400 has long been a required course for WMNST major, and is one of only two advanced feminist theory courses offered in the department. While the course varies in content from instructor to instructor, its primary focus is on a more advanced level of theory comprehension. The course is needed as a prerequisite to the capstone courses (492W).

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.

Effective communication and analytic skills are encouraged in all written assignments, and class discussion builds skills in argumentative thinking and communication. Because the class typically takes on such difficult topics as reproductive rights and sexualities, class discussion demands that each student learn to consider different opinions, and base arguments on rational argument and respectful debate.

C. Critical and Analytical Thinking: This course will guide and challenge students to develop their critical thinking and communication skills in the context of class

discussion and written assignments. It is designed to ask students to identify, engage, and synthesize theoretical perspectives and apply them to a range of contexts, including examples from art and literature, as well as their own lives. While the content of the course revolves around the topic of diverse experiences, achievements and status of women's creative expressions in the arts and humanities, equally important are the critical thinking and analysis skills that will be taught and evaluated in the process.

F. Global Learning: The focus of the course is on gender in the humanities and arts and the extent and appreciation of diversity among women's creative expression worldwide. Issues relating to the intersection of gender with race, class, ethnicity, religion, disability, and sexual orientation will be discussed throughout the course. Students are encouraged to think about how issues of gender and creativity are framed by these particular contexts as well as how certain theoretical tools can be used to enable more global thinking about women in the arts. The course asks how women's creative expression has been shaped by national identity, as well as economic, historical, geographic and political determinants. The course addresses the artistic and literary contributions and cultural achievements made throughout history by women in all places and statuses.

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.

These gen ed competencies will be assessed through active class discussion, evidence of careful reading through class participation and oral, in-class presentations; discussion forum and/or reaction papers; quizzes; and a final research paper or activist project

Effective communication will be fostered and measured through assignments in various modes (i.e. oral, written, and on-line written assignments). In oral discussion students are required to defend their positions either with textual sources, or with material gleaned from contemporary news sources. These assessment types ensure extended learning about effective communication; peer responses are encouraged through discussion and discussion forums, as well as group projects that the students might develop as a final project.

Critical and analytical thinking are required throughout every aspect of the course, from out-of-class assignments in formal and informal writing, to in-class discussion of frequently controversial and always complex, concepts of gender and sexuality, within theoretical frameworks that vary in their foci. The comparative nature of the course (US and IL feminisms) enhances the levels of critical, analytical and evaluative thinking, as well as critical and analytical thinking at a level commensurate with a 400-level course.

The US/IL designation also addresses the Global Learning learning objective. Most contemporary theoretical models in WGSS emphasize the local to global entanglements of women's experiences. The course will always include units on global or transnational feminisms, as it would be a misrepresentation of "debates in contemporary feminism" to do otherwise. Thus the comparative nature of the course also promotes learning about other cultures around the world, as well as their understandings of what "feminism" means -- not necessarily compatible with Western theories.

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?

GH1: Methods of inquiry. Because of the theoretical focus of the course, students will be asked to read with a critical eye, and with particular attention to understanding the subtleties of theoretical argument and modes of inquiry. Specifically students will need to show their ability to construct a theoretical argument, as well as integrate independent research. In the final integrative project, they will be required to show this understanding.

GH2: Competence in critical thinking about humanities texts and topics through clear, well-reasoned responses: Throughout the course, students will be deeply reading in more difficult texts that most will have previous experienced. Class discussion and group discussion will help clarify the lines of complex argumentation. Drafts will be exchanged, requiring peer evaluators to critique fellow students' arguments. In course assignments, students will evaluate different perspectives and interpretations, in order to more fully understand these the particularities of a single issue in very different political contexts. Specifically, students will practice these skills and receive feedback through their individual reflection assignments and discussions, and will be assessed on these skills in the final integrative research paper.

GH4: Knowledge of major cultural currents that impact the lives of women and sexual minorities is also an objective of the course. Students will be encouraged to track events related to several "in the news" issues, both in the US and internationally, as comparative work can illuminate the particularities of the issue in different national and political contexts. Students will also be asked to research contemporary activist initiatives related to the chosen themes.

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?

1. Foundational theories and major thinkers and studies are addressed through a wide-ranging array of reading assignments in the

fields of political science, sociology, criminal justice and psychology.

2. Intersectionality IS the study of interacting aspects of one's social locatedness. The emphasis on relations of power in reading and writing assignments address the ways in which different ideological and social factors influence one another in the construction and regulation of social expectations, and competing national agendas.

3. Because so much feminist theory derives from the social sciences, students will become familiar with the uses of quantitative and qualitative research methods, and how different areas of the social sciences structure their research protocols. The increasing visibility of feminist thought and writing from transnational perspectives is an added dimension, as students learn about the limitations of social theory the US and the West, when addressing non-Western cultures.

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.

The primarily intellectual frameworks for the course are intersectional theory and methodology, from the social sciences, and feminist epistemology, from the humanities. These two frameworks are compatible with one another, primarily through the concept of identity. This intersectional and interdisciplinary approach maintains the balance between the two knowledge domains. Students will be asked to consider both frameworks and their different purposes and practices. both during class discussion; and in written analyses.

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.

The course is structured around concepts such as gender and sexuality, identity, reproductive right, human rights, social mobility and more. The emphasis on individual concepts that bridge the two knowledge domains means that students will become skillful in integrating the two domains. Students will read essays from both domains, with humanities texts used as representations of the kinds of social dynamics that the social sciences tease out, while novels can be interpreted with the insights of social science analysis and data. The syllabus also includes weeks on topics such as globalism, human rights, reproductive rights, family, and work: these topics are addressed using film and literary texts, and quantitative analysis from a variety of social science fields. Thus historical, philosophical, literary texts are balanced with

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.

Women's Studies instructors have all been trained in interdisciplinary methods of research and analysis, particularly the concept and methodology derived from intersectionality. The scope of expertise that matters is the theoretical and methodological: either domain can be addressed from this perspective, and faculty and graduate students in Women's Studies will be familiar with how to use common research practices to approach different kinds of material.

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

To assess the ability to integrate both social science and humanistic frameworks, students will practice in-class debate, discussion forums with prompts that guide students toward that integration, and a final project or research paper that explicitly asks students to think through the relationships between epistemological and ontological approaches.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

The course has met the requirements for both a United States cultures course and an international cultures course since 2001. The subject and content of this course make it ideal for a US and International Cultures Course designation, in that it is designed to expand student understanding of how questions of social identity and social justice in the United States and globally can be theoretically understood and analyzed, as a basis for activism as well. The class does not treat these identities in isolation, but in relation to one another and fosters better communication and interaction across difference among the students. By including a range of historical and contemporary theoretical texts, students develop a better understanding of the range of United States and international cultural achievements and human conditions through time. Moreover, students learn how theory can shape and misshape our ideas and judgements, especially emphasizing the problem of difference and alliance across diversity. Students will be introduced to a grouping of 5-6 contemporary theorists that place western and nonwestern figures at play with one another in the context of theory, and the strengths and weaknesses of each one will become the foundation for written work.

Intercultural Requirements:

The course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the contemporary issues being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. No matter which contemporary issues an instructor plans for the curriculum, WMNST 400 achieves many US such as:

*cultivating awareness of the pluralism and diversity within the United States and international cultures;

- *appreciate the diversity that exists among persons who share a particular social identity;
- *recognize and be sensitive to the different ways social identities have been valued;
- *re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
- i*increase understanding of the nature of social justice, and equity at the societal, institutional, and individual levels.

While previous required courses in the major tend to focus on US culture, the field of Women's Studies is increasingly attentive to globality and transnationalism. The interdisciplinary and global nature of Women's Studies today ensures that attention to both US and international theorists is necessary.

Campuses That Have Offered (WMNST 400) 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
----------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Potential Impact

Pre-Requisites

WMNST 400 is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

WMNST 400: Contemporary Issues in Feminist Theory

3 credits

****Prerequisite: WMNST 301.** This course requires that you have a basic knowledge of major strands of feminist theory and thought. You must have already completed WMNST 301 or its equivalent.

Course Attributes/Designations: (GH)(GS)(US)(BA)

Course Goals and Objectives:

By the time you complete this course, you should be able to:

1. Demonstrate broad understanding the scope and changes within the field, historically and theoretically
2. Demonstrate through interpretive writing the ability to define differences between major schools of thought;
3. Articulate clearly strengths and weaknesses of various positions, methods, and beliefs
4. Practice disciplinary responsibility by understanding the strengths and limitations of interdisciplinary work;
5. Describe the relationship between "theory" and "praxis"
6. Demonstrate the ability to accurately summarize scholarly articles, and integrate arguments into one's own research

Course Description :

This course is an advanced seminar in feminist and gender theory. The primary focus is critical engagement with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class. Standpoint and intersectional approaches will ground much of the course, and provide one dominant framework for thinking about identity, oppression and social power inequalities. Students will also take on more advanced readings addressing feminist epistemology and ontology, methodology and praxis. While topics change from instructor to instructor (for example: reproductive rights; **women's** health; labor; politics and voting; creative arts and representation; individual and social identities; gender and militarism) students can expect a balance between US and transnational contexts. This balance reflects contemporary feminism's acknowledgement of US global hegemony, and thus the impacts of US policies on the

welfare of other nations and regions, while also emphasizing both oppositional and coalitional movements in those same nations and regions. Case studies of effective activist intervention at both local and global levels will support the bi-focal emphasis of the course.

Required Texts:

1. Anzaldúa, Gloria. 2012, 4th edition). *Borderlands / La Frontera: The New Mestiza*. Aunt Lute Books. ISBN: 9781879960855
2. Collins, Patricia Hill, and Silma Bilge (eds.). 2016. *Intersectionality*. Polity Press. ISBN: 9780745684499
3. Parsipur, Shahrnush. 2012. *Women Without Men*. Feminist Press. 9781558617537
4. Stimpson, Catherine, and Gilbert Herdt (eds.). 2014. *Critical Terms for the Study of Gender*. ISBN: 9780226774817
5. Winterson, Jeanette. 2013. *Why Be Happy When You Can Be Normal?* Grove Press.

Graded Assignments:

- Bi-weekly quizzes--20% of final grade.
 - There will be a total of 6 quizzes; the lowest grade will be dropped)
- Discussion forums--15% of total grade. Out of 15 weeks, you will be graded for only 10 weeks. I will take the top ten grades.
 - **Note:** if you get your 10 graded *with time left* in the semester, and you are unhappy with one of the grades, you can replace it by doing another week (and getting a better grade). You can do this once.
- In-class discussion--20% of final grade.
 - You are expected to come to every class with the assignment read (more than once, if you have to)--and ready to discuss.
- Two short essays--20% of final grade.

- Each essay should be 1000 words [approx 4 pp. double-spaced]. You will receive prompts.
- Final research paper--25% of final grade.
 - This will be a literal "term paper." You will come up with your own "critical term for the study of gender" that was not included in the textbook, and write an entry/essay of 2000-2500 word (exclusive of notes and works cited).

Grading Scale:

View/Edit Grading Scheme ×

Name:	Default Grading Scheme	Range:
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

[Select Another Scheme](#) ×

[manage grading schemes](#) Done

ACADEMIC INTEGRITY

Faculty and students alike are part of an academic community in which the sharing and advancement of knowledge are core values. High standards of academic integrity must

be in place to ensure that this intellectual enterprise functions smoothly. Honoring the principles of academic integrity is a fundamental responsibility of all scholars, and the College of the Liberal Arts is firmly dedicated to maintaining an environment in which practicing academic integrity is the norm. To that end, this page includes resources to aid both faculty and students in understanding and properly engaging the College's academic integrity policy and procedures.

*Students with questions about academic integrity should visit <http://www.la.psu.edu/current-students/undergraduate-students/education/academic-integrity> (Links to an external site.)*Links to an external site.

*Penn State defines academic integrity as “the pursuit of scholarly activity in an open, honest and responsible manner.” (Senate Policy 49-20 (Links to an external site.)*Links to an external site.*) Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without permission from the instructor or tampering with the academic work of other students. Students facing allegations of academic misconduct who drop the course will be returned and will be expected to complete course work and meet course deadlines until the allegations are dismissed and the drop is permitted. Students responsible for academic misconduct often receive academic sanctions, which can be severe, and put themselves at jeopardy for disciplinary sanctions assigned by the University's Office of Student Conduct (see Senate Policy G-9 (Links to an external site.)*Links to an external site.*) (Links to an external site.)*Links to an external site.

To avoid plagiarism in this course, be sure you know what it is. There is a special module for this course on Academic Integrity and Plagiarism. If you have any doubts about what plagiarism or academic dishonest are, read carefully through this module. You can also visit the college website (Links to an external site.)Links to an external site.

In this course, you may not use ANY third-party services, such as CourseHero.com. You may not submit work that you yourself have not written. Violations will be reported to the Academic Integrity Committee in Liberal Arts.

To avoid copyright violations: *All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, the University Policy Recording of Classroom Activities and Note Taking Services addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct, and/or liable under Federal and State laws.*

In this course, collaboration is not permitted on quizzes, exams, or written work. Students with questions about academic integrity should visit <http://www.la.psu.edu/current-students/undergraduate-students/education/academic-integrity> (Links to an external site.)Links to an external site.

DISABILITY ACCOMMODATION STATEMENT

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus

(Links to an external site.)Links to an external site. (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit Student Disability Resources website (Links to an external site.)Links to an external site.

(<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines (Links to an external site.)Links to an external

site. (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

COUNSELING AND PSYCHOLOGICAL SERVICES STATEMENT

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) (Links to an external site.)Links to an external site.

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

Course Summary:

Date

Details

Tue Aug 21, 2018

Intersectionality (2016; by Patricia Hill Collins & Sirma Bilge)

due by 1:30pm

Date	Details	
Thu Aug 23, 2018	<u>Week 1 -- Defining your feminism</u>	due by 12pm
	<u>Intersectionality and Race</u>	due by 1:30pm
Tue Aug 28, 2018	<u>More on Intersectionality</u>	due by 1:30pm
Thu Aug 30, 2018	<u>Week 2: Intersectionality Discussion Forum</u>	due by 12pm
	<u>More Collins & Bilge</u>	due by 1:30pm
Tue Sep 4, 2018	<u>Intersectionality, Power, and Race</u>	due by 1:30pm
Thu Sep 6, 2018	<u>Week 3 NEW! POWER AND RACE</u>	due by 12pm
Fri Sep 7, 2018	<u>Quiz 1 (weeks 1-2)</u>	due by 5pm
Tue Sep 11, 2018	<u>"Desire" (Lauren Berlant)</u>	due by 1:30pm
	<u>Jeanette Winterson, Why Be Happy When You Can Be Normal?</u>	due by 1:30pm

Date	Details	
Thu Sep 13, 2018	<u>Winterson Discussion Forum</u>	due by 12pm
	<u>Jeanette Winterson</u>	due by 1:30pm
Fri Sep 14, 2018	<u>Quiz 2 (Weeks 3-4)</u>	due by 11:59pm
Tue Sep 18, 2018	<u>Identity and Winterson</u>	due by 1:30pm
Thu Sep 20, 2018	<u>Winterson Discussion Forum</u>	due by 12pm
	<u>Why Be Happy When You Can Be Normal?</u>	due by 1:30pm
Tue Sep 25, 2018	<u>Finish Winterson</u>	due by 1:30pm
Thu Sep 27, 2018	<u>Regulation and Gender</u>	due by 12pm
	<u>Winterson Discussion Forum 3</u>	due by 11:59pm
Fri Sep 28, 2018	<u>Quiz 3 (weeks 5-6)</u>	due by 11:59pm
Mon Oct 1, 2018	<u>Short Essay #1 Writing an Academic Article Summary</u>	due by 11:59pm

Date	Details	
Tue Oct 2, 2018	<u>Recognition and Human Rights</u>	due by 1:30pm
Thu Oct 4, 2018	<u>Human Rights Discussion Forum</u>	due by 12pm
	<u>Human Rights 2</u>	due by 1:30pm
Tue Oct 9, 2018	<u>Women Without Men 1</u>	due by 1:30pm
Thu Oct 11, 2018	<u>Parsipur Discussion Forum</u>	due by 12pm
	<u>Women Without Men 2</u>	due by 1:30pm
Tue Oct 16, 2018	<u>Women Without Men 3</u>	due by 1:30pm
Thu Oct 18, 2018	<u>Women without Men film by Shirin Neshat</u>	due by 1:30pm
	<u>Parsipur/Neshat Film Discussion Forum</u>	due by 11:59pm
Tue Oct 23, 2018	<u>Judith Butler, "Violence, Mourning, Politics"</u>	due by 1:30pm
Thu Oct 25, 2018	<u>Butler & Politics</u>	due by 12pm
	<u>Theory and Practice: Assembly and Protest</u>	due by 1:30pm

Date	Details	
Sun Oct 28, 2018	<u>Short Essay #2</u>	due by 5pm
Tue Oct 30, 2018	<u>Globalization, Feminism, and Feminist Movement</u>	due by 1:30pm
Thu Nov 1, 2018	<u>Globalism Discussion Forum</u> <u>Globalism, Feminism, and African Activism (tentative)</u>	due by 12pm
Tue Nov 6, 2018	<u>Gender and Militarism</u>	due by 11:59pm
Thu Nov 8, 2018	<u>Gender and Militarism</u> <u>US / Mexican Conflict and Women's Rights</u>	due by 11:59pm
Tue Nov 13, 2018	<u>Borderlands/La Frontera: The New Mestiza</u>	due by 1:30pm
Thu Nov 15, 2018	<u>Week 13 Anzaldua Discussion Forum</u> <u>Borderlands 2</u>	due by 12pm
Tue Nov 27, 2018	<u>How to Tame A Wild Tongue</u>	due by 1:30pm

Date	Details	
Thu Nov 29, 2018	<u>Week 14 Discussion Forum</u>	due by 12pm
	<u>Ethnicity</u>	due by 11:59pm
Tue Dec 4, 2018	<u>Reading 15 Living in the Time of Trump</u>	due by 1:30pm
Thu Dec 6, 2018	<u>Reading 15a . Still Living in the Time of Trump</u>	due by 11:59pm