

WOMEN'S STUDIES ADJUNCT HANDBOOK

TABLE OF CONTENTS	PAGE
University Information	
• “Getting Started” Adjunct Information	2
• Course Syllabi Policy	6
• Faculty Tasks Available off the Web	7
• Tips for Using Voice Mail	9
Guidelines for Women’s Studies Courses	
• University Policies Related to WS Courses	10
• General Guidelines for WS Courses	13
• Course Evaluations	15
• University Course Assessment	16
• New WS Core Curriculum (Fall 2008)	17
Bachelor of Arts in Women’s Studies Course List	18
Minor in Women’s Studies Course List (2006 or later)	19
(before 2006)	20
Course Guidelines	
• WS 100 – Women Today: Contemporary Women’s Issues	
○ Course Guidelines	16
○ Suggested Topics	17
○ Sample Syllabus	19
• WS 247 – Women’s Studies Perspectives and Intersections	
○ Course Guidelines	29
○ What is Service Learning	33
○ Service Learning Sample Forms	36
○ Sample Syllabus	37
○ Sample Assignments	41
• WS 312 – Rhetorics of Resistance	
○ Course Guidelines	49
○ Sample Syllabus	51
○ Sample Assignments	56
• WS 412 – Seminar in Women’s Studies	
○ Course Guidelines	61
○ Writing Intensive Syllabus Requirements	62
○ General Guidelines for Writing Intensive Course	65
• WS 420 – Feminism in Global Perspective	
○ Course Guidelines	67
○ Sample Syllabus	68

“Getting Started”

Adjunct Information

- **Director of Women’s Studies:**
Laurie Blunsom – 218-477-4070 (Music 218-477-4606), blunsom@mnstate.edu
- **Department Staff:**
Ginny Bachmann (12:45pm-4:30pm) - 218-477-4072, bachmann@mnstate.edu
- **Adjunct Guideline:**
<http://www.mnstate.edu/facguide/AdjunctTableContents.htm>. There is also a link to the guideline on the Women’s Studies Home page.
- **Dragon Card ID:**
You will need to get a Dragon Card (MSUM identification card). Cards are available at the Livingston Lord Library building (upstairs in the Information Technology area) at no cost.
- **Email:**
You can get your email address at the same time you get your Dragon ID Card and in the same area. It is generally your last name and first two initials of your first name. It depends on how common your last name is and how long it is.
- **Office Assignment:**
You will share office MA 175B in Women’s Studies with the other WS Adjuncts.
- **Phone Assignment – (instructions for voicemail attached) - 218-477-4075:**
There is one extension for the Adjunct office; however, it is split into individual voice mail boxes. Include the above number on your syllabus, callers will follow the prompts given to access your mail box. The attachment gives you instructions on how to leave a greeting and how to access your voicemail from the office and off campus as well.
- **Card Access/Keys:**
Keys are not needed. You will need to get a Dragon ID Card and give Ginny the information in order to obtain card access to MacLean and MA 175, or any other building/room you need access to.
- **Syllabi (attachment included):**
We need at least one copy of each of your syllabi to keep in the office. Here is a link to the MSUM’s syllabus policy. (See guidelines for sample syllabi.)
<http://www.mnstate.edu/acadaff/Departments/policies/coursesyllabusPolicy.htm>
Here is a link to Academic Calendars with information on non duty days, holidays, etc.
http://www.mnstate.edu/records/acad_calendar.cfm
- **Textbook Orders:**
Textbook orders can be placed online. Textbooks need to be ordered as soon as possible in order for the bookstore to know which books are being used again for book buy back. Access the bookstore website, <http://bookstore.mnstate.edu/>, click on BUY TEXTBOOKS, click For Faculty, then click Select this to link to our on-line requisition

form. You can give the information to Ginny in the office and she will place the order for you if you wish.

- **Desk Copies:**

You can order your desk copies on-line from the publisher or there is a form on the MSUM bookstore website to use for faxing desk copy orders. Desk copies are generally free of charge from most publishers for textbooks you have adapted for your course.

- **Mail:**

You will be assigned a mail box in the Women's Studies main office. Mail is picked up twice daily from the campus post office, 10:30am and 2:30 pm. Out going mail will be taken to the post office, but you are welcome to do so at any time. Office staff/students will pick up mail each day and distribute to faculty mail boxes.

- **Photocopying:**

There is a copy machine in the hall outside of the Printing Services office, Flora Frick 156, for making copies. However, the cost of copies on the machine is 7 cents per side, so we prefer to use Printing Services; the cost is 3.5 cents per side. Projects should be submitted to printing at least 24 hours in advance. Office staff/students will pick up the printing and put it in your mailbox. You may print your own copies on the printer in the main office, or email Ginny and she will print it out. Please give sufficient notice for print jobs.

- **Evaluations:**

University policy states: "At the end of each semester in each course that you teach, you will want to ask students to evaluate your teaching." We ask that instructors utilize the evaluation form we have developed specifically for WS courses; however, instructor may opt to develop their own form. (see the guidelines for more information.) Packets will be prepared for you to distribute *before* final exams.

- **Desire2Learn (D2L):**

Desire2Learn (D2L) is an integrated set of tools for developing and delivering courses or course components over the Web. Here is link for more information and who to contact for help with D2L.

<http://www.mnstate.edu/instrtech/InstructMgmtSystems/D2L/D2LOverview.htm>

- **Grading:**

Grading can be done online. There is always a deadline of 3:00pm two to three days after the last day of class. (Instructions attached on how to access from the web)

- **Class lists**

Class lists are available online. (Instructions attached on how to access from the web). Ginny is able to print these for you if you cannot access them.

- **Library:**

You can do interlibrary loans, check out videos/DVD's, and access on-line journals by using the library website. You will need the 14 digit number located on the bottom right of your Dragon ID card for checking out materials and on-line use. Here is the link for the TCU Film catalog. <http://www.mnstate.edu/tcufilm/CatBrowseTable.html>

- **Other Resources Available:**
The Women's Studies office and the Women's Center also have books and videos available for your use.
- **Name Badges:**
Name badges can be ordered online through Instructional Media, or Ginny.
<http://www.mnstate.edu/media/ProductionServices/Graphics.cfm>
- **Travel for School Purposes:**
All faculty are required to fill out a "Travel Requisition" at least two weeks in advance of travel. This includes field trips and any event out of town that is related to the campus. This form can be found at <http://www.mnstate.edu/busoff/forms/travelrequisitionB.htm>
- **Vehicle Policy:**
The State Vehicle Use Policy is a state-wide policy with related procedures that has been implemented by the Minnesota Management and Budget to govern the use of motor vehicles used for State purposes. The policy applies to all persons who drive vehicles (state owned, rented and personal) used for state business. Here is the link for the registration site. <https://appserv.mnstate.edu/authenticate/index.asp?applicationid=115>
- **Employee Expense Reimbursement:**
In order to be reimbursed for University expenses, you must fill out the reimbursement form and include all receipts listing expenses (not just the amount). If for some reason you lose a receipt, you will have to do an affidavit and have it notarized. All forms and receipts must be turned in with the form.
- **Sick/Vacation Days:**
Adjuncts do not earn sick or vacation days, therefore they are not required to report sick/vacation days. You must make arrangements for your class. Please call the Women's Studies office so we may post a note indicating canceled classes.
- **Work Orders:**
Please email or phone Ginny in the main office when you come across anything that needs to be repaired or replaced.
- **Computer Problems:**
Contact Ginny in the main office if you have computer problems, or you can email support@mnstate.edu and in the subject line, indicate your problem, whether or not it is a PC or a MAC. You may also contact Bill Scheffler for the MAC at 218-477-2356 or via email schefflr@mnstate.edu during regular hours (8-4:30) if your problem cannot wait.
- **Office Supplies:**
Office supplies are kept in the main office storage cupboard in the back of the main office. Please notify Ginny if there is anything you need or if you take the last item.
- **Department Web Page:**
Please pass any information you would like posted to the Women's Studies webpage to Ginny or Laurie. <http://www.mnstate.edu/women/>

- **Notaries:**
Shirlee Holland – Department of Art & Design office - Center for the Arts
Philip Wenger – Business Office – Owens
Deb Lewis – Human Resources office – Owens

Course Syllabi Policy

All students enrolled in a MSU Moorhead course shall be provided a course syllabus during the first week of class. For courses offered in a condensed format, the time frame for distribution will be adjusted accordingly. The required course syllabus elements follow; optional elements appear in italics. Moreover, the items underlined are required under Minnesota State Colleges and Universities [Board Policy 3.22](#), Course Syllabi.

1. Course Number, Title.
2. Instructor
Department
Office Building/Office Number
Office Telephone
E-mail Address
Office Hours
Classroom Building and Room Number
Website.
3. Course Description. (The description should be taken from the MSU Moorhead Bulletin; include pre-requisites, credits, and lecture/laboratory breakdown.)
4. Required Texts/Readings.
5. *Conceptual Framework. (This is required for every syllabus for education courses.)*
6. Course Objectives/Student Learning Outcomes.
7. *Instructional Strategies: (List the strategies that you use in this class, e.g., discussion, small group work, role play, and so on.)*
8. Course Requirements. (Include all extra curricular events with times/dates, if possible.)
9. Evaluation Standards/Course Grading Policy.
10. Course Outline.
11. *Other. (Any additional information that you feel is important.)*
12. Attendance Policy. (Include if applicable; see MSUM [Student Absence Policy](#))
13. Academic Honesty. (See Student Policies, [Student Handbook](#)).
14. Special Accommodations. (From the [Disability Services Office](#)): Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services, at 477-5859 (voice) or 1-800-627-3529 (MRS/TTY), CMU 114, as soon as possible to ensure that accommodations are implemented in a timely fashion.)

Implementation: Spring Semester 2004

Faculty Tasks Available off the Web

www.mnstate.edu

1. eservices
2. Login
3. Dragon ID #
4. Password

The screenshot shows a Mozilla Firefox browser window displaying the login page for Minnesota State University Moorhead. The browser's address bar shows the URL: <https://webproc.mnscu.edu/esession/authentication.do?campusId=0728postAuthUrl=https%3A%3A>. The page features the university's logo and a navigation menu on the left with categories like e-Services, Campus Links, and contact information. The main content area is titled "Minnesota State University Moorhead Login" and includes input fields for "Dragon ID or Username" and "PIN or Password", a "Display Name" checkbox, and a "Login" button. A "Create an Account" link is provided for users without a Dragon ID. A "Helpful Links" section contains links for "Contact Us", "Forgot your ID?", "Forgot your PIN/Password?", and "Login Help". A "Help Videos" section lists links for "How do I log in?", "How do I lookup my ID?", and "How do I lookup my PIN/Password?". A note at the bottom states: "At end of your login session, you must 'Logout' to ensure that nobody else can access your records." On the right side of the browser window, a weather widget for Moorhead shows a temperature of 33° and a calendar for December 2008, with the current date being Tuesday, December 2nd. The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the time 4:05 PM.

In the left column click on Class Management to print class lists, do overrides, and enter grades

The screenshot shows the Mozilla Firefox browser window displaying the Minnesota State University Moorhead eServices portal. The address bar shows the URL: <https://webproc.mnscu.edu/eservices/displayUserHomePage.html?campusid=072>. The page features the university logo and a navigation menu on the left with options like Home, Account Management, Advisees, Class Management, Courses, Position Information, Contact Us, Campus Links, and Minnesota State University Moorhead. The main content area is titled "Welcome to Minnesota State University Moorhead e-Services" and includes "Important Notes" and a "Remember to LOGOUT" reminder. On the right, there are links for "Helpful Links" (Grade Entry, Current Advisees, Class List) and "Help Videos" (How do I Enter Grades?). The Windows taskbar at the bottom shows the Start button and various application icons.

The screenshot shows the same browser window but with the "Class Management" page loaded. The address bar now shows: https://webproc.mnscu.edu/eservices/faculty_class.html?functionid=5004&campusid=072. The main content area is titled "Class Management" and is for "Fall Semester 2008". It includes a "Change semester" link and a list of options: Class List, Faculty Overrides, and Grade Entry. The navigation menu on the left is updated, with "Class Management" highlighted. The Windows taskbar at the bottom shows the Start button and application icons, with the system clock displaying 1:40 PM.

Tips for Using Voice Mail

RETRIEVING VOICE MAIL:

The first time you use your mailbox, your password will need to be changed.

From your extension:

Dial 7000. Enter mailbox number followed by the # sign. _____

Enter your password followed by the # sign. _____

Away from your office:

Dial your office number 218-477-4075. Once answered, enter your option number (example- 1, you will hear it on the announcement), then enter 81 and follow the prompts.

REVIEW MESSAGES:

Play messages - press 2

Skip to next message - press 6

Previous message - press 4

Move backward 5 seconds - press 1

Move forward 5 seconds - press 3

Delete message - press 76

Press 9 to exit voice mail and call the sender

RECORD YOUR GREETINGS:

Press 82

Press 1 to record external (permanent) greeting.

Press 3 to record temporary greeting.

Note: You can set a date and time for a temporary greeting to expire-listen to prompts after you record the greeting. After the temporary greeting expires, your external (permanent) greeting resumes.

SEND A COPY OF A MESSAGE TO SOMEONE ELSE:

Press 73, enter extension and press # sign TWICE. If you want to send the copied message to more than one extension, press the # sign just ONCE and you will be allowed to enter additional extensions. You will then be asked to record a message to send with the copied message. Follow prompts. Then press 79. Copy of message is sent.

Other information:

Press # to complete a step

When calling another party, press # to bypass greeting.

GUIDELINES FOR WOMEN'S STUDIES COURSES

I. UNIVERSITY POLICIES RELATED TO WS COURSES

Academic Freedom

It shall be the policy of the MnSCU to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. The Employer shall not discriminate against a faculty member for engaging in political activities or holding or voicing political views, so long as the exercise of this right does not interfere with responsibilities as a faculty member.

Course Syllabus Policy

All students enrolled in a MSU Moorhead course shall be provided a course syllabus during the first week of class. For courses offered in a condensed format, the time frame for distribution will be adjusted accordingly. The required course syllabus elements follow; optional elements appear in italics. Moreover, the items underlined are required under Minnesota State Colleges and Universities Board Policy 3.22, Course Syllabi.

Course Number, Title.

Instructor, Department, Office Building/Office Number, Office Telephone, E-mail Address, Office Hours, Classroom Building and Room Number, *Website*.

Course Description. (The description should be taken from the MSU Moorhead Bulletin; include pre-requisites, credits, and lecture/laboratory breakdown.)

Required Texts/Readings.

Conceptual Framework. (*This is required for every syllabus for education courses.*)

Course Objectives/Student Learning Outcomes.

Instructional Strategies: (*List the strategies that you use in this class, e.g., discussion, small group work, role play, and so on.*)

Course Requirements. (Include all extra curricular events with times/dates, if possible.)

Evaluation Standards/Course Grading Policy.

Course Outline.

Other. (*Any additional information that you feel is important.*)

Attendance Policy. (Include if applicable; see MSUM Student Absence Policy at

<http://www.mnstate.edu/acadaff/Departments/policies/studentabsence.htm>

Academic Honesty. (See Student Policies, Student Handbook at

<http://www.mnstate.edu/sthandbook/>

Special Accommodations. (From the Disability Services Office at

<http://www.mnstate.edu/disability/>): Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services, at 477-5859 (voice) or 1-800-627-3589 (MRS/TTY), CMU 114, as soon as possible to ensure that accommodations are implemented in a timely fashion.)

MSUM Course Level Policy

Lower Division Courses (100 and 200 level courses): Lower division courses are numbered 100 and 200. Typically they require no or limited prerequisite background in the discipline. They are introductory courses or part of a series of basic courses in a discipline. Lower division courses increase the knowledge students have of subjects with which they are already familiar, introduce them to new subjects, and/or establish a foundation for study of a major subject in depth. They are courses that may be counted in majors, minors, electives, and/or the Liberal Studies Curriculum. They are used at the basic level in baccalaureate programs, and are used in the Associate of Arts Degree in the Liberal Arts.

Lower division courses usually are tightly structured with the expectation that students are to receive considerable instruction guidance in the learning process. Instruction at this level normally is informational and emphasizes learning skills; it usually entails the use of text materials or resources provided by the instructor or acquired through library or other resources. The intellectual skills emphasized in lower division courses include comprehension, analysis, synthesis, evaluation, and application of knowledge, but these competencies are not stressed to the same degree as they are in upper division courses. Evaluation of student performance at this level typically tests information, concepts, and skills, but may include aspects identified for upper division courses as well.

Upper Division Courses: Upper division courses are numbered 300 and 400. Typically they build on the background of the lower division. They may have one or both of the following characteristics:

They require analysis, synthesis, and/or integration of knowledge and skills from several specific areas in a discipline or from related disciplines.

They are built on a foundation of prerequisite lower division courses in liberal studies, a specific discipline, or a related field of study.

Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge gained in lower division courses. Upper division courses may also serve as an introduction to sub-fields within a discipline. Upper division courses are characterized by a more flexible structure that allows for a variety of approaches to the subject matter, a wide range of course material, an emphasis on independent study and/or research in the laboratory, library, studio, or community. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom. Upper division courses typically emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge. Evaluation of student performance at this level stresses such outcomes as comprehension and understanding of concepts, the ability to solve problems, and the ability to integrate knowledge.

Upper division courses may be counted in majors, minors, electives, and/or the Liberal Studies curriculum. They are used at the upper level in baccalaureate degree programs.

MSUM Policy on Credit-Hour Definitions

MSUM recognizes that the student credit hour is a widely-used measure nationwide in universities. It is used in defining what course load is required to be a full-time student, in comparing courses between different campuses, and in a variety of other applications. However, it is not necessarily a well-defined measure of a course. MSUM's standard is that one semester credit hour for undergraduates is meant to represent three hours of academic work per week for the average student who has the expected preparation for the courses that he or she is enrolled in.

MSUM also affirms that all grades for academic work are based on the quality of the work submitted to the instructor, not on the amount of time expended on the submitted work. In particular, this would mean that for a 3-credit course that meets for three 50-minute periods each week, the student should expect to spend six and a half hours outside of class reading the material, doing homework, writing or researching papers, studying for exams, participating in class-specific chat rooms, etc. per week, averaged over the semester, on that class. It also means that some students will spend more or less time outside of class than others, depending on their own preparation and ability levels and their ability to use their time efficiently. A course load of 15 credit hours per semester would bear an expectation of 45 hours spent per week on academic work averaged over the semester. If a 3-credit course meets for less than three 50-minute periods per week, it is expected that the students will be doing a larger proportion of their academic work for that class outside of the traditional classroom. If a 3-credit course meets for more than three 50-minute periods per week, it is expected that the students will be doing a larger proportion of their academic work within the classroom than they may otherwise do, which is often appropriate for laboratory or workshop classes.

MSUM also understands that the nature of specific courses and class activities may require more than three hours of work per week for each credit hour. Examples of such courses may include, but are not limited to, clinical experiences or internships, some laboratory courses, or some studio courses. Courses of this nature should make this expectation clear to the students enrolled in the course. For example, a 1-credit lab course is normally assigned two to three hours in the lab each week.

II. GENERAL GUIDELINES FOR WS COURSES

A. Women's Studies Program Mission Statement

The mission of the Women's Studies Program at MSUM is to foster interdisciplinary academic inquiry and activist work related to women and gender from historical, social, artistic and scientific perspectives. The core values of the program include tolerance, diversity, empowerment, gender equity, inclusiveness and dedication to feminist ideals. Our goals are to understand gender, race, class and sexual orientation, break down stereotypes and barriers, create a forum for women's issues, provide a community for feminist scholars and students, and to provide analysis, interpretation, reflection and exploration into women's and gender issues.

B. Core Values of Women's Studies

- Tolerance
- Diversity
- Empowerment
- Gender equity
- Inclusiveness
- Dedication to feminist ideals

C. Goals of WS Program

- Understand gender and its intersection with race, class, sexual orientation and other identity categories.
- Break down stereotypes and barriers
- Create a forum for women's issues
- Provide community for feminist scholars and students
- Provide analysis, interpretation, reflection and exploration into women's & gender issues

D. Women's Studies Courses In Relationship to The Women's Studies Program

Each individual course offered through Women's Studies is an integral component of the overall WS Program. Therefore, you will on occasion receive notices of events or programs sponsored by the program. We ask that you announce these events to your students to support the program and encourage student involvement. You may also be asked to participate in recruiting for the WS program, usually in the form of someone coming to your class to talk about the WS program.

All part-time faculty in WS are considered affiliated faculty of the WS program. As such, all instructors are encouraged to engage in program activities, including programming and faculty meetings.

E. Goals for Women's Studies Courses

Women's Studies is a field of interdisciplinary academic inquiry related to women and gender. It involves examination of both women as subjects and of the social construction of gender and its systemic effects in society, culture and history.

In addition to women and gender, Women's Studies examines intersections of gender and various identity categories, such as sexuality, race, ethnicity, ability, etc. Women's Studies courses should point out the connections between gender, race, class, age, sexual orientation, etc., and that different life experiences account for different perceptions of the impact of those forces.

Feminist pedagogy. Instructors are encouraged to be aware of feminist pedagogical approaches and integrate them into their courses. In particular, women's Studies courses should be taught in an egalitarian, non-sexist manner with non-sexist language. Women should be considered equal and autonomous members of society, and students should be made conscious of their use of language. Women's Studies courses should emphasize opportunities for students to decide for themselves who they are and how they see the world.

Feminism scholarship. Women's Studies courses should incorporate feminist scholarship about women and men. Women's Studies courses should include works by and about women. Instructors should be aware of past scholarly neglect of and bias against women.

Activist work related to women and gender. Because Women's Studies has its roots in the women's movement, courses should continue to make students cognizant of the connections to and relationships between academy and community.

F. Classroom Environment

Ground Rules: Instructors are encouraged to involve students in setting ground rules for classroom interaction and discussion. Setting "ground rules" should be done very early in the semester.

Respect Statement: Instructors are encouraged to include a respect statement in their syllabus. Respect statements facilitate a classroom environment that values open inquiry and communication. They also clearly articulate for students the expectations for interactions in the classroom. Instructors may develop their own respect statement, but they may also use the one below:

Sample Respect Statement: A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame or judgment. Students should also be mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability and age identities are treated with equal value and respect.

III. COURSE EVALUATIONS

Full-time faculty members at MSUM who teach in the WS program, should follow the contractual process for course evaluation. See the IFO contract for details.

With regard to adjunct faculty, university policy states: “At the end of each semester in each course that you teach, you will want to ask students to evaluate your teaching.”
(<http://www.mnstate.edu/facguide/AdjAcadPP.htm>)

Part-time faculty members in Women’s Studies are evaluated as part of a programmatic policy. The WS Committee believes that the primary purpose of the evaluation process is to aid in instructional improvement as well as programmatic development and evaluation.. We also consider the process as a valuable way for the committee to provide oversight and guidance to adjunct faculty.

In Fall 2008, the WS committee has adopted the following policy for evaluation of WS courses:

A. Course evaluations

Part-time instructors of WS courses are asked to undertake course evaluation at the end of the semester. Course evaluations are one tool of many that the WS program committee uses to evaluate part-time instructors. We ask that instructors utilize the evaluation form we have developed specifically for WS courses; however, instructors may opt to develop their own form. In using the WS form, we will provide you with the evaluation forms and Scantron sheets at the end of each semester.

Consistent with other University policy it is strongly recommended that the evaluation process should proceed as follows:

- The instructor administers the evaluations before the final exam
- The instructor should not be present during administration of the evaluation
- A student is chosen to collect the completed evaluations, place them in the envelope provided, seal the envelope and deliver it to the Women’s Studies office (MA175)
- The evaluations are held until after final grades have been recorded
- The WS administrative assistant will gather Scantron data and type up student comments. The data and comments will be kept electronically in the WS office.
- The hard copy evaluations will be returned to the instructor for their professional development.
- The electronic evaluation documents will be available to the WS Director, WS Committee or evaluation subcommittee for evaluation of instructors.

B. Class observation

The Faculty Member may ask the WS Director, members of the WS committee or an evaluation subcommittee may choose to directly observe an instructors teaching. When class observation is planned, arrangements will be made with the instructor in advance of the class meeting to be

observed. Class observers will report their evaluation based on observation in writing and with a copy provided to the instructor who may share it with the WS Committee.. The purpose of classroom observation and evaluation is to aid in instructional improvement and is intended to be constructive for both the instructor and the WS program.

C. Collaborative teaching-evaluation meeting

At the end of each semester, the WS committee will hold a collaborative evaluation meeting involving inviting all part-time WS instructors. The purpose of the meeting will be to aid in instructional improvement, program assessment and progress toward program goals. Instructors will be asked to bring representative comments from student evaluations to the meeting, particularly as they reflect methods/approaches that were particularly successful and as they reflect areas for improvement.

The meeting will may include topics such as:

- Sharing feedback from classes
- Discussion of classroom or pedagogical issues that may have arisen during the semester
- Exploration of new pedagogical approaches applicable to WS courses
- Discussion of DC, program and course goals and the challenges/success in reaching them
- Methods of assessment for the courses and the WS program
- Reflection on teaching challenges and strengths

IV. UNIVERSITY COURSE ASSESSMENT

Many WS courses are designated Dragon Core courses. As such, the program may be asked to submit material for assessment of the Dragon Core. Such assessment requests will be coordinated by the WS Director. If assessment materials are requested, instructors will receive a request from the WS director detailing the types of assessment documents required. Such requests will be communicated with enough advance notice to facilitate the logistics of including and/or gathering assessment materials.

New WS Core Curriculum
(Fall 2008)

WS100: Women Today: Contemporary Women's Issues [71] (3)

An examination of current issues affecting women in American Society. Also addresses pertinent topics related to gender, diversity and systems of inequality. Topics include women and work, family, law and social policy, gender and mass media, violence against women, sexuality and the body, and women's health.

WS247: Women's Studies: Perspectives and Intersections [7 7M D1] (3)

An introduction to the discipline of Women's Studies. Examines multidisciplinary and interdisciplinary issues in Women's Studies in relation to the sciences, social sciences, humanities and arts. Also investigates disciplinary topics such as women's movements, difference, oppression, race and class. Includes a Service Learning component. Core class for Women's Studies Minor Program.

WS312/PHIL 312: Introduction to Feminist Theory [D] (3)

Critical examination of various feminist theories, both historical and contemporary, and of various definitions of sexism. Students will also examine how feminist theory can be applied to various contemporary moral and social issues. Theorists studied may include Mill, de Beauvoir, Frye, and Jaggar. Representative contemporary issues may include women's reproductive rights, prostitution, sexual harassment laws, and marriage and family issues. Same as PHIL 314.

WS420: Feminism in Global Perspective [F, 8, 11] (3)

A topical survey of women's issues in various regions of the world with a focus on manifestations of feminism in different cultural contexts. Topics include women's rights as human rights, sex tourism and trafficking, genital mutilation, religious systems and women, and reproductive rights.

WS412: Seminar in Women's Studies (3)

Study of selected problems in Women's Studies through various disciplines including those from the humanities, arts, social sciences and natural sciences. The course employs the objectives of interdisciplinary studies as applied to selected topics. Specific topics will be announced in the class schedule. Students may repeat the course two times when topic varies.

Bachelor of Arts in Women's Studies

Major Curriculum – 42 Credits

Core Requirements (12 Credits):

- WS 100: Women Today: Contemporary Women's Issues (3)
- WS 247: Introduction to Women's Studies (3)
- WS/PHIL 314: Feminist Theory (3)
- WS 412: Seminar in Women's Studies (3)

Related Requirements: (18 Credits)

Students must complete a minimum of **six credits** in Multicultural/Global Perspectives, **six credits** in the Social and Natural Science Area and **six credits** in the Arts and Humanities Area. At least **nine** of these credits must be at the *upper division level*.

A. Multicultural/Global Perspectives (Minimum of 6 credits)

- WS 420: Feminism in global perspective (3) *and one of these two:*
- WS 312: Rhetorics of Resistance (3)
- AMCS 372: Dynamics of Prejudice and Oppression (3)

B. Social and Natural Sciences Area (Minimum of 6 credits)

- WS/BIOL 300: Biology of Women (3)
- WS/ANTH 303: Cross-Cultural Gender (3)
- WS/SOC 333: Sociology of Gender (3)
- PSY 310: Psychology of Women (3)

C. Arts and Humanities Area (Minimum of 6 credits)

- WS/ENGL 246: Women in Literature (3)
- WS/HIST 350: Women in European History (4)
- WS/ART 408: Women and Art (4)
- HIST 375: Women in United States History (3)

Restricted Electives (Minimum of 12 credits)

*Students may use ENGL 248 only when topic relates to women's studies content. (Courses listed above but not applied in a concentration area above may be used for elective credits)

- *ENGL 248: Intro to American Ethnic Literature (3)
- WS/HIST 350: Women in European History (4)
- HIST 375: Women in United States History (4)
- PSY 310: Psychology of Women (3)
- WS 316: Women in Action (3)
- WS 390: Topics in Women's Studies (3)
- WS 395: Research in Women's Studies (1-3) [may repeat once]
- WS 397: Independent Study (1-3) [may repeat once]
- WS 410: Directed Readings in Women's Studies
- WS 412: Seminar in Women's Studies (3) [may repeated twice]
- WS/ANTH 303: Cross-Cultural Gender (3)
- WS/HIST 344: Women in World Religion (3)
- WS/MC 415: Gender and Media (3)
- WS/PE 294: Women and Sport (3)
- WS/PHIL 235: Sex and Love (3)
- WS/PHIL 495: Topics in Feminist Theory (3)
- WS/SOC 219: Sociology of Sexual Behavior (3)
- WS/SOC 308: Introduction to Gerontology (3)
- WS/SOC 310: Dominant-Subordinate Group Relations (3)
- WS/SOC 320: Sociology of Family (3)
- WS/SOC 333: Sociology of Gender (3)
- WS 334 Lesbian, Gay, Bisexual, Transgender, and Queer Issues (3)
- WS/SOC 416: Violence in Family(3)

*The Women's Studies program fosters interdisciplinary academic inquiry and activist work
Find out more about the Women's Studies Program at www.mnstate.edu/women*

Minor in Women's Studies**Curriculum – 21 Credits****(For students entering MSUM Fall 2006 or later)****Core Courses: (12 credits)**

- WS 100: Women and Society (3)
- WS 247: Intro to Women's Studies (3)
- WS/PHIL 314: Feminist Theory (3)
- WS 412: Seminar in Women's Studies (3) **OR** WS 420: Feminism in Global Perspective (3)

Electives: (9 credits) Only 2 may be from the same disciplinary area.

- AMCS 372: Dynamics of Prejudice and Oppression (3)
- ENGL 248: Intro to American Ethnic Literature (3)
- WS/HIST 350: Women in European History (4)
- HIST 375: Women in United States History (4)
- PSY 310: Psychology of Women (3)
- WS 312: Rhetorics of Resistance (3)
- WS 390: Topics in Women's Studies (1-3)
- WS 395: Research in Women's Studies (1-3) [may repeat once]
- WS 410: Directed Readings in Women's Studies (1-3)
- WS 412: Seminar in Women's Studies (3) [if not taken as core course]
- WS 420: Feminism in Global Perspective (3) [if not taken as core course]
- WS/ANTH 303: Cross-Cultural Gender (3)
- WS/ART 408: Women and Art (4)
- WS/BIOL 300: Biology of Women (3)
- WS/ENGL 246: Women in Literature (3)
- WS/HIST 344: Women in World Religion (3)
- WS/MC 415: Gender and Media (3)
- WS/PE 294: Women and Sport (3)
- WS/PHIL 235: Sex and Love (3)
- WS/PHIL 495: Topics in Feminist Theory (3)
- WS/SOC 219: Sociology of Sexual Behavior (3)
- WS/SOC 308: Introduction to Gerontology (3)
- WS/SOC 310: Dominant-Subordinate Group Relations (3)
- WS/SOC 320: Sociology of Family (3)
- WS/SOC 333: Sociology of Gender (3)
- WS/SOC 334: Lesbian, Gay, Bisexual, Transgender, and Queer Issues (3)
- WS/SOC 416: Violence in Family (3)

**Women's Studies Courses: Minor Requirements
(For students entering MSUM before 2006-07)**

Core Courses – 9 credits

Electives – 9 credits

Total – 18 credits

Core Courses

WS 247 Introduction to Women's Studies (3 cr)

PHIL 314 Introduction to Feminist Theory (3 cr)

PHIL 495 Topics in Feminist Theory (3 cr) OR

WS 412 Seminar in Women's Studies (3-4 cr)

Elective Courses

*ENGL 248 Intro to American Ethnic Literature [F1] (3)

HIST 350 Women in European History (4)

HIST 375 Women in United States History (3)

*MC 496 Mass Communications Seminar (3)

MCS 372/PHIL 372 Dynamics of Prejudice and Oppression [F1] (4)

PSY 310 Psychology of Women [C] (3)

WS/ANTH 303 Cross Cultural Gender [F] (3)

WS/BIOL 300 Biology of Women (3)

WS/ENGL 246 Women in Literature [D1] (3)

WS/MDS 232A Women's Roles and Socialization in 19th
and 20th Century America [C] (2)

WS/MDS 232B Women's Roles and Socialization in 19th
and 20th Century America [D1] (1)

WS/PE 294 Women and Sport (3)

WS/SOC 219 Sociology of Sexual Behavior (3)

WS/SOC 308 Introduction to Gerontology (3)

WS/SOC 310 Dominant-Subordinate Group Relations [F1] (3)

WS/SOC 320 Sociology of the Family [C] (3)

WS/SOC 333 Sociology of Gender [C] (3)

WS/SOC 416 Violence in the Family (3)

WS 390 Topics in Women's Studies (3)

WS 395 Topics in Women's Studies (3)

WS 397 Independent Projects in Women's Studies (1-3)

WS 410 Directed Readings in Women's Studies (1-3)

WS 510 Directed Readings in Women's Studies (1-3)

* *When topic applies to Women's Studies*

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WS100 – Women Today: Contemporary Women’s Issues
Course Guidelines
November 2008

Course Description

An examination of current issues affecting women in American Society. Also addresses pertinent topics related to gender, diversity and systems of inequality. Topics include women and work, family, law and social policy, gender and mass media, violence against women, sexuality and the body, and women’s health.

Course Objectives/Student Learning Outcomes

- Demonstrate an understanding of current issues affecting American women
- Understand systems of privilege and inequality in American society and their impact on women’s lives
- Demonstrate and understanding of gender constructions and issues of diversity
- Recognize the importance of cultural and historical contexts for understanding gender
- Identify the sociocultural assumptions inherent in gender constructions and roles
- Recognize the intersections of gender, race, class and other categories of difference

Dragon Core Objectives

- Articulate one’s cultural heritage and how it affects one’s worldview, values, and assumptions, as well as exhibit a willingness to examine one’s personal values, worldview, assumptions, and biases.
- Understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression.
- Demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed.
- Cultivate attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples.
- Demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one’s self.
- Appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions.
- Recognize stereotypes and critically assess cultural images.
- Employ skills necessary for working collaboratively in a diverse group toward a common goal.

WS100 SUGGESTED TOPICS

- **Learning Gender in a Diverse Society**
Gender versus Sex: The Social and the Biological
Constructions of Gender and Socialization
Intersections of Gender, Race and Class
- **Systems of Privilege and Inequality in Women's Lives**
Systems of Privilege
Institutions as Sites for Inequity
Interplays between Systems and Institutions
- **The Body**
The Beauty Myth
Eating Disorders and Body Dysmorphisms
Medicalization of Menstruation
- **Sexuality**
Sexual Orientation and Gender
Heteronormativity and Oppression
The Politics of Sex
- **Gender and Mass Media**
Images of Women in Mass Media
Commercialism, Gender and Mass Media
The Male Gaze
- **Violence Against Women**
Defining Violence
Describing Violence
Resisting Violence
- **Health and Reproductive Issues**
Women and the American Health Care System
Medical Research and Gender
Reproductive Rights
- **State, Law and Social Policy**
Gender Norms in Government, Law and Public Policy
Women, Crime and Justice
Women's Political Participation

- **Women and Work**
Gender Division of Labor
Income, Worth and Poverty
Political Economy of Homemaking
- **Family**
Parenthood
Childbearing and Childcaring
Race, Class and Gender in Family Structures

WS100 – SAMPLE SYLLABUS

WS 100 - Women Today: Contemporary Women's Issues

Course Syllabus

Prof. Laurie Blunsom

Women's Studies

Center for the Arts 106

477-4606, blunsom@mnstate.edu

Course Description:

An examination of current issues affecting women in American Society. Also addresses pertinent topics related to gender, diversity and systems of inequality. Topics include women and work, family, law and social policy, gender and mass media, violence against women, sexuality and the body, and women's health.

Course Objectives/Student Learning Outcomes:

- Demonstrate an understanding of current issues affecting American women
- Understand systems of privilege and inequality in American society and their impact on women's lives
- Demonstrate an understanding of gender constructions and issues of diversity
- Recognize the importance of cultural and historical contexts for understanding gender
- Identify the sociocultural assumptions inherent in gender constructions and roles
- Recognize the intersections of gender, race, class and other categories of difference

Dragon Core Objectives:

- Articulate one's cultural heritage and how it affects one's worldview, values, and assumptions, as well as exhibit a willingness to examine one's personal values, worldview, assumptions, and biases.
- Understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression.
- Demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed.
- Cultivate attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples.
- Demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one's self.
- Appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions.
- Recognize stereotypes and critically assess cultural images.
- Employ skills necessary for working collaboratively in a diverse group toward a common goal.

Course Policies

Attendance: Students are expected to attend all classes. Missing meetings will interfere with your ability to participate in group activities.

Academic Honesty: The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for their ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Plagiarism Policy: In this course, all required assignments may be subject to submission for textual similarity review through the Turnitin.com web site to the instructor, who may then use the tool to check for originality of students' work. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. If there is convincing evidence of plagiarism found in any assignment, you will receive a failing grade for that assignment.

Respect Statement: A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame or judgment. Students should also be mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability and age identities are treated with equal value and respect.

Special Accommodations: Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disabilities Services, at 477-2652 (phone) or 477-2047 (TTY), CMU 222, as soon as possible to ensure that accommodations are implemented in a timely fashion.

Course Requirements

Required Texts:

Women in American Society by Virginia Sapiro 5th edition (McGraw Hill 1999)

Women's Voices, Feminist Visions: Classic and Contemporary Readings. 2nd edition. Susan M. Shaw and Janet Lee, editors.

Required Reading:

Reading assignments from the main textbook are listed on the course schedule. For each unit, you will take a readiness assessment test directly related to the reading assignments from the required textbooks.

Exams: Regular exams will be given. Exams will include multiple choice and essay questions.

Projects: Specific projects focused on particular issues will be assigned throughout the semester. These will be group projects. Specific guidelines will be given at the time of assignment.

Discussion Sessions: A portion of class time will also be dedicated to directed discussion sessions. These will consist of both group discussion and class discussion.

Journal: Students will keep a journal throughout the semester. The journal will be comprised of informal writing to record reactions to course topics and issues. Specific parameters for the journals will be provided in a separate handout.

Grade Weights:

Exams: 40%

Projects: 20%

Discussions: 20%

Journal: 20%

Grading Scale:

A = 93%

A- = 90%

B+ = 87%

B = 83%

B- = 80%

C+ = 77%

C = 73%

C- = 70%

Women Today: Contemporary Women's Issues – WS 100
Course Outline

Unit I: Learning Gender in a Diverse Society

Gender versus Sex: The Social and the Biological
Constructions of Gender and Socialization
Intersections of Gender, Race and Class

Unit II: Systems of Privilege and Inequality in Women's Lives

Systems of Privilege
Institutions as Sites for Inequity
Interplays between Systems and Institutions

Unit III: The Body

The Beauty Myth
Eating Disorders and Body Dismorphisms
Medicalization of Menstruation

Unit IV: Sexuality

Sexual Orientation and Gender
Heteronormativity and Oppression
The Politics of Sex

Unit V: Gender and Mass Media

Images of Women in Mass Media
Commercialism, Gender and Mass Media
The Male Gaze

Unit VI: Violence Against Women

Defining Violence
Describing Violence
Resisting Violence

Unit VII: Health and Reproductive Issues

Women and the American Health Care System
Medical Research and Gender
Reproductive Rights

Unit VIII: State, Law and Social Policy

Gender Norms in Government, Law and Public Policy
Women, Crime and Justice
Women's Political Participation

Unit IX: Women and Work

Gender Division of Labor
Income, Worth and Poverty
Political Economy of Homemaking

Unit X: Family

Parenthood
Childbearing and Childcaring
Race, Class and Gender in Family Structures

WS247: Women's Studies Perspectives and Intersections
Course Guidelines
November 2008

Course Description:

An introduction to the discipline of Women's Studies. Examines multidisciplinary and interdisciplinary issues in Women's Studies in relation to the sciences, social sciences, humanities and arts. Also investigates disciplinary topics such as women's movements, difference, oppression, race and class. Includes a Service Learning component. Core class for Women's Studies Minor Program.

Course Objectives/Student Learning Outcomes:

- Develop an understanding of the history of American women's movements and their relationship to Women's Studies as a discipline.
- Examine multidisciplinary in Women's Studies by focusing on new perspectives and inquiries that Women's Studies bring to various disciplines including the natural sciences, sociology, political science, economics, anthropology, the arts, business management and education.
- Examine interdisciplinarity in Women's Studies by focusing on new perspectives provided by women's studies on the intersection of disciplines, particularly within the humanities, arts, social sciences and natural sciences.
- Understand disciplinarity as it applies to Women's Studies, particularly the integration of issues such as difference, race, class, sexuality and other significant intersections.
- Undertake an activist project as a demonstration of the applicability of Women's Studies to real-work circumstances and to maintain the disciplinary connection to active work outside the academy.

Dragon Core Objectives:

- Articulate one's cultural heritage and how it affects one's worldview, values, and assumptions, as well as exhibit a willingness to examine one's personal values, worldview, assumptions, and biases.
- Understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression.
- Demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed.
- Cultivate attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples.
- Demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one's self.
- Appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions.
- Recognize stereotypes and critically assess cultural images.
- Employ skills necessary for working collaboratively in a diverse group toward a common goal.

[Include through Summer 09]:

Liberal Studies Objectives: Western Tradition: Humanities and Fine Arts: In humanities and fine arts courses, students learn to integrate the major artistic, literary and intellectual movements that have shaped Western culture. They are challenged to enhance their own skills for analyzing creative works and to think and write critically about great humanistic questions. A significant goal is to place humanistic learning in cultural, intellectual, and historical context.

II. WOMEN’S STUDIES GUIDELINES FOR THIS COURSE:

A. REQUIRED COURSE PACKET

In order to provide consistency between sections of WS247, the WS Committee has prepared a course packet to be used in all sections of this course. The packet consists of core readings related to WS as a discipline and can be assigned in accordance with the specific approach each instructor takes. In addition, instructors are encouraged to use texts of their own choosing. The course packet is not intended to be a substitute for the instructor’s choice of texts; rather, it is a supplement of core readings.

B. OUTLINE OF COURSE CONTENT

I. Historical Contexts of Women’s Studies

A focus on the history of American women’s movements and their relationship to Women’s Studies as a discipline. Includes the 19th-century women’s movement, the “Second Wave” movement of the 1960s and 70s, Third Wave Feminism and Global Feminism.

II. Activism and Women’s Studies

A commitment to the applicability of Women’s Studies perspectives to real-world situations and circumstances, maintaining and strengthening the disciplinary connection to active work outside the academy.

III. Multidisciplinarity in Women’s Studies

New perspectives and inquiries that Women’s Studies brings to various disciplines and fields, including the sciences, the arts, literature, sociology, communication studies, economics, anthropology, psychology, business management, and political science.

IV. Interdisciplinarity in Women’s Studies

New perspectives on areas where disciplines intersect, particularly the humanities, arts, social sciences and natural sciences.

V. Disciplinarity and Women’s Studies

A focus on Women’s Studies as a discipline, particularly with regard to the “fault lines” inherent in the discipline, including areas such as difference/commonality, race, class, sexuality, generational issues, global issues and women’s rights as human rights.

C. SERVICE LEARNING COMPONENT

Service Learning is a vital component of WS247. It is expected that each individual student will participate in a **total of 20 hours minimum** in service at one of our partner organizations during the semester.

Time Commitment:

The service learning component may be done individually or in teams. It should be done in a manner that accommodates students' schedules. In addition, instructors should consider integrating the SL component into the required amount of time committed to the class: For example, because a student is expected to spend 3 hours on related work outside of class for each 1 credit of class time, the instructors may choose to assign less outside work in order to accommodate service learning. Or the instructor may substitute actual class time (on a limited basis) for Service Learning time while maintaining the expectations of outside class work. In any case, the service learning component should not solely take the place of either class time or outside related work. (The 30 hours of SL is equal to 1/3 of the time students are expected to spend on outside work. Likewise the SL time is equal to 2/3 of the time students will spend in the classroom.)

Reflection:

One of the most important aspects of the Service Learning component is the reflection students undertake. The learning experience depends not only on completing the service but on learning from it and connecting it to Women's Studies.

It is strongly suggested that instructors integrate some form of reflection into the SL component of WS247, such as Activism Journal, a Presentation, in-depth discussion sessions, or a paper.

Evaluation:

Evaluation of student SL projects should include the following:

- 1) Instructor evaluation
- 2) Agency evaluation
- 3) Student self-evaluation

Examples of these evaluations are included in appendix II.

Facilitation of Service Learning:

Women's Studies has partnerships with several agencies in the FM area. Relationships with these agencies are coordinated and maintained through WS. You should work with the WS Director in setting up your Service Learning projects. Instructors are also encouraged to consider agencies that are not currently part of the WS partnership program.

Contracts and Legal Matters in Service Learning

MSUM has no centralized or official service learning office. WS is required to keep a list of agencies to which students are being sent. In addition, WS suggests that you use a student

contract to facilitate professionalism in the SL experience. A standard contract is included in appendix II, but you may devise your own if preferred.

MnSCU has a rather detailed vehicle use policy that may be applicable for service learning. The policy would apply particularly if you use actual class time for students to do SL projects. Please review the policy at: <http://www.finance.mnscu.edu/facilities/insurance-riskmgmt/index.html>

WS 247 - WHAT IS SERVICE LEARNING

What is service learning? (courtesy of Institute for Teaching and Research on Women at Towson University)

Service-learning is a teaching method that integrates knowledge and practice by connecting the service experience to the classroom curriculum. Service learning is always intentionally designed to meet curricular objectives; it is not an end in itself. Reflection is critical to this process.

Experience and learning are not the same. While experience is a necessary condition of learning, it is not sufficient. Learning requires more than experience, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as “reflection” in the service-learning literature.

Service learning is:

- A method of teaching that combines community service with curriculum-based learning, linked to academic content and standards.
- About students helping to determine and meet real defined community needs.
- Reciprocal in nature, benefiting both the community and students.
- An effective way to encourage and foster active citizenship as part of a public education.
- An approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to the learning goals.

Academic service-learning is not the same as student community service or co-curricular service learning. Academic service learning makes intentional efforts to engage students in planned and purposeful learning related to the service experiences. Academic service-learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course “text” for both academic learning and civic learning.

Co-curricular service-learning, illustrated by many alternative spring break programs, is concerned with raising students’ consciousness and familiarity with issues related to various communities.

Service Learning Is Not:

An add-on to an otherwise unaltered academic course. Simply adding a service component to an already existing course with no ties to academic content and no strategies to link service activities with learning outcomes, fails to consider the community as a full partner, fails to insure that the community will benefit and not be burdened or harmed by the students’ service, and precludes the possibility of integrating the service experience with course content and learning outcomes.

A volunteer or community service program were the primary focus is on providing a service and the primary or sole beneficiary is the service recipient.

Logging an existing number of service hours in order to graduate

A Practicum or Internship intended to provide students with hands-on experience and to develop and socialize students for careers or professions. Such internships emphasize benefits to the student rather than the community. This differs from **Service Learning Internships** which are reciprocal in nature emphasizing benefits to both students and the community, promote civic development/engagement, and are linked to learning outcomes.

Field Education which provides students with co-curricular service opportunities that are related but not fully integrated with their formal academic studies. Students perform the service as a part of a program designed primarily to enhance students' understanding of a field of study.

Benefits of Service Learning

Contributed by Teresa Ludwig, Director of Service Learning Programs, Earlham College
Adapted from *Service learning tip sheets: A faculty resource guide*, Hatcher, J.A., Ed. (1998)
Indiana Campus Compact: Indianapolis, IN.

Students

- Enriches student learning of course material and “brings books to life and life to books”
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices.
- Increases awareness of current societal issues as they relate to academic areas of interest.
- Broadens perspectives of diversity issues and enhances critical thinking skills
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres.
- Develops civic responsibility through active community involvement.

Community

- Provides substantial human resources to meet educational, human, safety, and environmental needs of local communities.
- Allows the energy and enthusiasm of college students to contribute to meeting needs.
- Fosters an ethic of service and civic participation in students who will be tomorrow’s volunteers and civic leaders.
- Creates potential for additional partnerships with faculty and increased collaboration with the campus.
- Provides opportunities to be co-educators.

Institutional Benefits

- Enriches and enlivens teaching and learning.
- Builds reciprocal partnerships with the local community.
- Creates new areas for research and scholarship, and increases opportunities for professional recognition and reward.
- Extends campus resources into the community and reinforces the value of the scholarship of engagement.
- Supports institutional mission.
- Addresses external expectations for accreditation of degree programs.

WS 247 - SERVICE LEARNING SAMPLE FORMS

Instructor evaluation
Agency evaluation
Student self-evaluation

SL Contract

WS 247 - SAMPLE SYLLABUS

WS 247 - Women's Studies: Perspectives and Intersections

Course Syllabus

Prof. Laurie Blunsom

Women's Studies

MA175

477-4070

blunsom@mnstate.edu

Course Description:

An introduction to the discipline of Women's Studies. Examines multidisciplinary and interdisciplinary issues in Women's Studies in relation to the sciences, social sciences, humanities and arts. Also investigates disciplinary topics such as women's movements, difference, oppression, race and class. Includes a Service Learning component. Core class for Women's Studies Minor Program.

Course Objectives/Student Learning Outcomes:

- Develop an understanding of the history of American women's movements and their relationship to Women's Studies as a discipline.
- Examine multidisciplinary in Women's Studies by focusing on new perspectives and inquiries that Women's Studies bring to various disciplines including the natural sciences, sociology, political science, economics, anthropology, the arts, business management and education.
- Examine interdisciplinarity in Women's Studies by focusing on new perspectives provided by women's studies on the intersection of disciplines, particularly within the humanities, arts, social sciences and natural sciences.
- Understand disciplinarity as it applies to Women's Studies, particularly the integration of issues such as difference, race, class, sexuality and other significant intersections.
- Undertake an activist project as a demonstration of the applicability of Women's Studies to real-work circumstances and to maintain the disciplinary connection to active work outside the academy.

Dragon Core Objectives:

- Articulate one's cultural heritage and how it affects one's worldview, values, and assumptions, as well as exhibit a willingness to examine one's personal values, worldview, assumptions, and biases.
- Understand the causes, manifestations, and impacts of prejudicial exclusion, structured inequalities, and systemic oppression.
- Demonstrate knowledge of the experiences and contributions of the many groups that shape societies and cultures, in particular those groups that have been historically excluded and oppressed.
- Cultivate attributes such as flexibility, respect, and self-reflection necessary for adapting to changing and diverse communities and for building authentic relationships with diverse peoples.

- Demonstrate intercultural communication skills (verbal and nonverbal) for interacting with those culturally different from one's self.
- Appreciate diverse perspectives and alternative approaches to interaction and problem solving and evaluate multiple perspectives and their underlying assumptions.
- Recognize stereotypes and critically assess cultural images.
- Employ skills necessary for working collaboratively in a diverse group toward a common goal.

Course Policies

Attendance: Students are expected to attend all classes. Missing meetings will interfere with your ability to participate in group activities.

Academic Honesty: The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for their ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Plagiarism Policy: In this course, all required assignments may be subject to submission for textual similarity review through the Turnitin.com web site to the instructor, who may then use the tool to check for originality of students' work. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. If there is convincing evidence of plagiarism found in any assignment, you will receive a failing grade for that assignment.

Respect Statement: A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame or judgment. Students should also be mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability and age identities are treated with equal value and respect.

Special Accommodations: Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disabilities Services, at 477-2652 (phone) or 477-2047 (TTY), CMU 222, as soon as possible to ensure that accommodations are implemented in a timely fashion.

Course Requirements

Required Texts:

Women's Studies on Its Own, edited by Robyn Wiegman

Women's Studies in the Academy: Origins and Impact by Robyn L. Rosen

Other supplemental readings as assigned

Required Reading:

Reading assignments from the main textbook are listed on the course schedule. For each unit, you will take a readiness assessment test directly related to the reading assignments from the required textbooks.

Exams: There will be two formal exams: the midterm and the final. Both exams will be in essay format.

Service Learning Projects: Students will be assigned to teams that will engage in a Service Learning Project over the course of the semester. Each team will be assigned to a different partner organization. Each individual student must participate in service at the organization for a total of 30 hours during the semester.

Discussion Sessions: A portion of class time will also be dedicated to directed discussion sessions. These will consist of both team discussion and class discussion.

Activism Journal: Each student will keep a journal of their experiences in the Service Learning Project. These journals may be used to record personal reactions but their primary purpose will be to articulate connections between concepts learned in class and their application in real-world situations.

Grade Weights:

Exams: 20%

Service Learning: 30%

Activism Journal: 20%

Discussions: 20%

Participation: 10%

Grading Scale:

A = 93%

A- = 90%

B+ = 87%

B = 83%

B- = 80%

C+ = 77%

C = 73%

C- = 70%

Course Outline**I. Historical Contexts of Women's Studies**

A focus on the history of American women's movements and their relationship to Women's Studies as a discipline. Includes the 19th-century women's movement, the "Second Wave" movement of the 1960s and 70s, Third Wave Feminism and Global Feminism.

II. Activism and Women's Studies

A commitment to the applicability of Women's Studies perspectives to real-world situations and circumstances, maintaining and strengthening the disciplinary connection to active work outside the academy.

III. Multidisciplinarity in Women's Studies

New perspectives and inquiries that Women's Studies brings to various disciplines and fields, including the sciences, the arts, literature, sociology, communication studies, economics, anthropology, psychology, business management, and political science.

IV. Interdisciplinarity in Women's Studies

New perspectives on areas where disciplines intersect, particularly the humanities, arts, social sciences and natural sciences.

V. Disciplinarity and Women's Studies

A focus on Women's Studies as a discipline, particularly with regard to the "fault lines" inherent in the discipline, including areas such as difference/commonality, race, class, sexuality, generational issues, global issues and women's rights as human rights.

WS 247 - SAMPLE ASSIGNMENTS

WS247 – Intro to Women’s Studies Sample Readings and Discussion Questions

I. Multidisciplinary Issues

A. History

Reading Assignment:

Gender as a Useful Category of Historical Analysis, Joan Scott (1988) (WS in the Academy)

Women’s History, Joan Scott (1999) (supplement)

Discussion Questions:

- 1) How have historians of women gone beyond the “add women and stir” strategy and forced paradigm shifts in the field?
- 2) According to Scott, how does the study of women differ from the study of gender in history?
- 3) What examples does Scott offer of significant contributions made by historians of women that illustrate “the ways in which politics constructs gender and gender constructs politics?”

B. Science

Reading Assignment:

Turning the Tables on Science,” Marilyn Milloy (2000) (WS in the Academy)

Feminism and Science, Evelyn Fox Keller (1982) (WS in the Academy)

Discussion Questions:

- 1) What have you learned about your body and how it works from the field of science? How could science play a role in how individuals feel about themselves?
- 2) Compare the liberal and radical feminist critiques of science and fit yourself along the spectrum.
- 3) Why does Keller reject the radical position of seeing science as “pure social product”? Do you agree with her?
- 4) How do insights from the field of psychology help Keller understand and explain the association of masculinity with objectivity?

C. English/Literary Studies

Reading Assignment:

“Infection in the Sentence: The Woman Writer and the Anxiety of Authorship,” Sandra Gilbert and Susan Gubar. (WS in the Academy)

“Reflections on Black Women Writers: Revising the Literary Canon,” Nellie McKay (WS in the Academy)

Discussion Questions:

1. Do you agree that women authors constitute a separate literary subculture that is marked by distinct “anxieties” and therefore require attention to an analysis separate from male writers?

2. To what extent does our culture shape or limit individual creativity? Are you aware of any restraints placed on your own creativity?
3. Upon what criteria should texts be chosen for inclusion in the literary canon? To what degree is it important to create or sustain a canon that “makes more complete the reality of the multi-faceted American experience?”
4. What is the connection between literature and politics? Should exposure to literature by diverse authors be a personal or curricular goal?

D. Business Management

Reading Assignment:

“Leadership and Gender: Vive la Difference?” Gary N. Powell (WS in the Academy)

“Radically Transforming Work for the 21st Century: A Feminist Reconstruction of “Real” Work.” Joyce K. Fletcher (WS in the Academy)

Discussion Questions:

1. Does Powell make a strong case for the “no difference” point of view? What evidence supports his case and what evidence detracts from it?
2. Based on your readings in other fields, do you think Powell’s conclusion to create gender blind practices in the business world would be fair, desirable, or possible?
3. To what degree does Fletcher’s work reflect stereotypes about women and gender differences?
4. Do you recognize the relational practices that Fletcher outlines? To what degree do you engage or have you experienced coworkers engaged in preserving, mutual empowering, achieving, or creating team? Should these activities count as “work,” and are they appropriate in the public sphere?

II. Interdisciplinary Issues

Reading Assignments:

- Grewal, Inderpal and Caren Kaplan. Transnational Practices and Interdisciplinary Feminist Scholarship: Refiguring
- Women’s and Gender Studies (WS on Its Own)
- Wiegman, Robyn. The Progress of Gender: Whither “Women”? (WS on Its Own)
- Lee, Rachel. Notes from the (Non)Field: Teaching and Theorizing Women of Color. (WS on Its Own)

WS247 – Intro to Women’s Studies

Disciplinary Issues

Reading Assignments:

- Blee, Kathleen M. Contending with Disciplinarity. (WS on Its Own)
- Bowels, Gloria. Continuity and Change in Women’s Studies (WS on Its Own)
- Robinson, Jean C. From Politics to Professionalism: Cultural Change in Women’s Studies. (WS on Its Own)

- Patai, Daphne. What's Wrong with Women's Studies? (WS in the Academy)

III. Women's Studies as an Activist Project

- Naples, Nancy A. Negotiating the Politics of Experiential Learning in Women's Studies: Lessons from the Community
- Action Project. (WS on Its Own)
- Zimmerman, Bonnie. The Past in Our Present: Theorizing the Activist Project of Women's Studies (WS on Its Own)

SAMPLE ASSIGNMENT
Intro to Women's Studies – Fall 2006
Service Learning Project

Purpose: Service Learning projects are intended to assist you in making connections between what you learn in class and real-world situations. Unlike volunteering or community service, Service Learning is directly connected to course content: you will be putting into practice or encountering the concepts that you learn about in class. In addition, Service Learning is an opportunity for you to participate in a community and work *with* the community to create a better community: a means to work collaboratively to facilitate social change. Service Learning is an integral part of this course.

Service Learning Requirements:

- Each individual must complete 20 hours (minimum) of service work over the course of the semester (approximately 2 hours per week)
- You will receive class time (1 hour per week) to complete your service work
- Each team will work with a single agency
- Each team will present 2 progress reports during the semester
- Each team will present a final presentation during final exam week

Attendance: You are expected to attend all scheduled meetings and sessions. If a good reason causes you to miss a session, PLEASE call your agency contact as soon as possible and as far ahead of time as possible. If you miss 2 scheduled sessions, the agency contact person will call the instructor and this will adversely affect your performance grade. Most importantly, please remember that these agencies are relying on you.

Conduct and Confidentiality: Students are expected to observe the standards of dress, behavior, professionalism and good judgment appropriate to the service-learning site and that are consistent with their rules and regulations. You must also be aware of and follow any rules of confidentiality that are required by your agency. Your supervisor will guide you on any specific obligations related to confidentiality. Please practice discretion in all your interactions at your agency: people you work with may confide in you or relate personal matters, and you should respect their privacy in all cases and especially in public presentations.

Evaluation: Your overall success (individually and as a team) on the Service Learning Project will be assessed using the following:

- Progress reports
- Final report
- Peer evaluations
- Service Learning Journal
- Instructor site visits
- Assessment by your agency supervisor

Progress Reports: Your team will give 2 progress reports during the semester. These are currently scheduled for 10/18 and 11/20. These progress reports will be based on your individual journals and will focus primarily on the relationship between your SLP and course content. Full details will be provided when we work on the progress reports in class.

Final Presentation: There will be a final presentation based on Service Learning Projects which will take place during the scheduled final exam period. This will be a team presentation and is intended to demonstrate your understanding of topics covered during the semester and how women's and gender issues are manifested in the SLP. This presentation will be given for your fellow class members, but others will also attend, such as your agency supervisors, other faculty or other students.

Service Learning Journal: You will keep an individual journal related to your Service Learning Project. These will be reviewed periodically by the instructor and turned in at the end of the semester. The following parameters apply to the journals:

- You must write a journal entry for each period of time working at your Service Learning project.
- Your journal must be kept in some bound form, such as a notebook or 3-ring binder (no loose papers)
- It will likely be easiest to handwrite your journal – please do so legibly
- Each entry should be approximately 1 page in length

The SLP Journal is a guided journal. Thus, each entry should use this format and include all of the following:

Date:

Location:

Activities at this session:

Observations: In this section make observations about the activities engaged in, about interactions between participants, outcomes of discussions, goals accomplished, etc. In other words what important things occurred during this session (do not record every little detail).

Critical Incidents: In this section record any events that you feel were critical or important – reaching important goals, breakthroughs in communication, learning a particularly important lesson, a significant story you heard from a participant, etc.

Reflections and Connections: This section is perhaps most important (and it should be the longest section). Here you should make connections to concepts and ideas you have learned about in class (through reading and discussion). For example, did any of your observations demonstrate systems of privilege, did a critical incident reveal an example of gender socialization, or did a particular activity lead you to understand cultural differences between women. It may be helpful for you to keep a list of central issues or concepts from class and readings in your journal for reference.

This section is also the place to write your own feelings and responses to your project and the people you are working with. Here you can self-assess (i.e., what could you have done better, what did you do right), explore feelings about interactions you observe, raise questions you would like to explore, record issues you would like to discuss with your team, in class or with the instructor.

Concerns related to Team Maintenance: In this section you should record any issues or concerns you have about how your team is functioning in the Service Learning project. This might include attendance issues, unequal distribution of workload, communication issues. If you have no concerns, you may leave this section blank.

Positive Experiences: Record what you feel was the most positive result of this session, including positive things related to Team Maintenance.

SAMPLE ASSIGNMENT
Intro to Women's Studies – Fall 2006
Service Learning Project
Final Presentation

Logistics:

The Final Presentations will take place in on Monday, December 11, 2006 in the Women's Center (MA171)

It will take place from 2:00 to 4:00 pm with formal presentations from 2:00 to 3:00 pm
If possible, someone from your team should come a bit early to set up.

Each team will prepare a poster presentation as an overview to their service learning project. These will be displayed in the Women's Center until 4:00 pm on 12/11

This presentation will be open to the public with invitations sent specifically to your agency supervisors, WS faculty and students, and faculty associated with Service Learning at MSUM

There will be food and beverages as refreshments

Purpose of the Service Learning Project:

Service Learning projects are intended to assist you in making connections between what you learn in class and real-world situations. Unlike volunteering or community service, Service Learning is directly connected to course content: you will be putting into practice or encountering the concepts that you learn about in class. In addition, Service Learning is an opportunity for you to participate in a community and work *with* the community to create a better community: a means to work collaboratively to facilitate social change. Service Learning is an integral part of this course.

Purpose of the Presentation:

The purpose of this presentation is to twofold:

- 1) Provide an overview of your project: the agency, the activities, the issues you worked on or people you worked with, your experiences, etc.
- 2) Provide a critical analysis of the project. In other words, to articulate and communicate the connections you have made between the course content and the activities of your project. (This is what you have been tracking in your journal).

Ultimately, this is a cumulative demonstration of what you have learned and you should consider it your final exam.

As you bring all this together individually and as a team – and for your presentation – you should consider the following topics we have covered in class and how they relate to your project:

- Learning Gender
- Systems of Prejudice and Oppression
- Body and Sexuality
- Social and Cultural Women's Issues
 - Such as: Media, Violence, Education, Need for empowerment, Political participation, Reproductive rights
- Activism and Social Change

Format Issues:

Your poster presentation should concisely communicate all the necessary information and be attractive to the eye. One website on poster presentation describes the basic goal in this way: “A poster presentation should guide each viewer through the basics of the study, freeing the presenter to focus on discussion of essential elements of the work. Decisions about poster format and design contribute to efficient and accurate transfer of information using this medium.”

(http://www.kumc.edu/SAH/OTEd/jradel/Poster_Presentations/PstrStart.html)

Your oral presentation should also be concise and clearly articulate your points. Plan it carefully and think of it as a formal presentation (oral speech). Don't improvise.

Both presentations, but especially the oral segment, should demonstrate your collaboration as a team, i.e. represent the participation of all members in some way.

Be professional – comport yourself appropriately for a public presentation. Be polite and open for discussion/questions.

WS312 – Rhetorics of Resistance
Course Guidelines
November 2008

Course Description:

An examination of feminist responses from the humanities including literature, history, visual and performing arts. As well as creative work from the traditional world of women. The course incorporates responses from various multicultural perspectives.

Course Objectives/Student Learning Outcomes:

- Demonstrate in writing and discussion an awareness of the scope and variety of women's productions in the fields of rhetoric and literature, the humanities, visual and performing
- Recognize, evaluate and apply concepts such as feminism, feminist politics, feminist expression and rhetoric, gender construction, intersectionality, and critical interpretation.
- Analyze and critically evaluate assigned works in terms of their content and what they achieved and/or sought to achieve in their time period and social context.
- Articulate informed and critical reactions to assigned works in both personal journals and discussions
- Contextualize course materials in terms of how individual and overarching human values present themselves in specific historical and social contexts.

Dragon Core Objectives:

- Demonstrate, in writing and/or discussion, awareness of the scope and variety of works in an area (or areas) of the arts and/or humanities.
- Explain how those works are expressions of individual and human values within historical and social contexts.
- Analyze and/or critically evaluate works of human imagination and thought in discussion and/or writing.
- Articulate an informed personal reaction to works in the arts and/or humanities.

Middle Cluster Extension of DC Foundation Courses:

- **Written Communication:** Each student will keep a journal of their informed reactions to the works assigned. These journals may be used to record personal reactions but their primary purpose will be to articulate relevant critical connections between concepts learned in class and the works they are interpreting. Journals will be reviewed and graded on a regular basis; assessment will include use of correct writing mechanics. Students will also write essays addressing questions raised in study/discussion question assignments. These will be short essay that use the assigned reading as source material. They will be assessed according to criteria related to correct writing mechanics, appropriate audience, organizational structure, and correctly crediting the ideas of others. Students will have a final project which will include a written analysis of the final project.

- Critical/Multicultural Thinking:
 - Recognize and define the questions upon which a controversy depends. Students will examine central questions involved in gender studies, feminist political stances, feminist expressions and rhetoric, and the concept of resistance through the humanities and arts. In all cases students will be required to identify the essential conflicts and controversies that give rise to such questions and expressive works.
 - Clearly define a problem and imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to the given situation or problem. Students will apply a variety of concepts related to gender, race, class and other categories of difference to the works they are assigned in the course. They will be asked to interpret the content and approach of such works in relationship to ideas such as feminism and resistance.
 - Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, ethical and conscious of possible bias in the information selected. Students will utilize factual information related to women's and feminist issues. Using an awareness of social and cultural conditions, they will apply critical evaluation strategies to assigned texts and to the conceptual frameworks of various feminist approaches.
 - Identify, construct, and assess arguments; generate and evaluate implications that follow from them. Students will examine gender, feminism, resistance, political agency and other topics as they are found in the assigned works. They will have reading assignments and study/discussion questions in which they must address particular issues, such as the role of "women" versus "gender" in writing history. They will construct and present critical arguments in writing and in discussion.
 - Recognize and articulate the value assumptions and cultural perspectives which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. Students will use multidisciplinary and interdisciplinary methods to examine various works assigned. They will learn to recognize the underlying assumptions that underlie their own perspectives and social perspectives on the roles of women, the construction of gender and the resistance to oppression as articulated in assigned works. They will also address and discuss the ways in which race, class and gender work in relationship to each other in selected works.

WS312 – SAMPLE SYLLABUS

WS 312 – Rhetorics of Resistance: Feminist Responses from the Humanities

Course Syllabus

Spring 2007

Thursday, 6:00-8:30 pm

Bridges 262

Professor Michelle Stevier

Women's Studies

Office: Dragon Den

Voice: 477-4072

Email: stevier@mnstate.edu

Office Hours:

Course Description:

An examination of feminist responses from the humanities including literature, history, visual and performing arts. As well as creative work from the traditional world of women. The course incorporates responses from various multicultural perspectives.

Course Objectives:

- Demonstrate in writing and discussion an awareness of the scope and variety of women's productions in the fields of rhetoric and literature, the humanities, visual and performing
- Recognize, evaluate and apply concepts such as feminism, feminist politics, feminist expression and rhetoric, gender construction, intersectionality, and critical interpretation.
- Analyze and critically evaluate assigned works in terms of their content and what they achieved and/or sought to achieve in their time period and social context.
- Articulate informed and critical reactions to assigned works in both personal journals and discussions
- Contextualize course materials in terms of how individual and overarching human values present themselves in specific historical and social contexts.

Dragon Core Competencies:

- Demonstrate, in writing and/or discussion, awareness of the scope and variety of works in an area (or areas) of the arts and/or humanities.
- Explain how those works are expressions of individual and human values within historical and social contexts.
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- Articulate an informed personal reaction to works in the arts and/or humanities.

Middle Cluster Extension of DC Foundation Courses:

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- **Critical/Multicultural Thinking:**
 - Recognize and define the questions upon which a controversy depends. Students will examine central questions involved in gender studies, feminist political stances, feminist expressions and rhetoric, and the concept of resistance through the humanities and arts. In all cases students will be required to identify the essential conflicts and controversies that give rise to such questions and expressive works.
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 - Recognize and articulate the value assumptions and cultural perspectives which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. Students will use multidisciplinary and interdisciplinary methods to examine various works assigned. They will learn to recognize the underlying assumptions that underlie their own perspectives and social perspectives on the roles of women, the construction of gender and the resistance to oppression as articulated in assigned works. They will also address and discuss

the ways in which race, class and gender work in relationship to each other in selected works.

REQUIRED TEXTS/WORKS:

- Elizabeth Cady Stanton, "A Slave's Appeal," selections from *The Women's Bible*
- Margaret Fuller, selections
- Sojourner Truth, "Ain't I a Woman?"
- Charlotte Perkins Gilman, "The Yellow Wallpaper"
- Jane Austen, *Pride and Prejudice* (DVD)
- *Shackled Women* (DVD)
- Tsitsi Dangarembga, *Nervous Conditions*
- Buchi Emecheta, *The Joys of Motherhood*
- *Born into Brothels* (DVD)
- Octavia Butler, *Dawn*
- *Alien* (DVD)
- Sheri S. Tepper, *Beauty*
- *Artemisia* (DVD)
- Guerrilla Girls, *The Guerrilla Girls' Bedside Companion to the History of Western Art*
- Henry Louis Gates, selections from the Audio Companion to the *Norton Anthology of African American Literature*
- Ani DiFranco, selections from "Not a Pretty Girl"
- Hole, selections from "Live through This"
- *TransAmerica* (DVD)
- Margaret Cho, *The Margaret Cho Collection*
- Starhawk, selections from *Webs of Power: Notes from the Global Uprising*
- Frontline/POV, "The Fire Next Time" (video about Kalispell, MT)
- WalMart sex discrimination case -- news articles (various presses, conservative, liberal, in between)
- Michelle LeLwica, *Starving for Salvation: The Spiritual Dimensions of Eating Problems Among American Girls and Women*
- Guy Gaucher, selections from *The Story of a Life: St. Theresa of Lisieux*

COURSE POLICIES

Attendance: Students are expected to attend all classes. Missing meetings will interfere with your ability to participate in group activities.

Academic Honesty: The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for their ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for

Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Plagiarism Policy: In this course, all required assignments may be subject to submission for textual similarity review through the Turnitin.com web site to the instructor, who may then use the tool to check for originality of students' work. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. If there is convincing evidence of plagiarism found in any assignment, you will receive a failing grade for that assignment.

Respect Statement: A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame or judgment. Students should also be mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability and age identities are treated with equal value and respect.

Special Accommodations: Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disabilities Services, at 477-2652 (phone) or 477-2047 (TTY), CMU 222, as soon as possible to ensure that accommodations are implemented in a timely fashion.

GRADING:

Total points possible: 1000
Participation 250 points
Journals 180 points (30 each)
Project #1 220 points
Project #2 350 points

COURSE OUTLINE:

I. Historical Women's Voices

Elizabeth Cady Stanton, Margaret Fuller, Sojourner Truth, Charlotte Perkins Gilman, Jane Austen

II. Global Feminist Responses

Shackled Women, Tsitsi Dangarembga, Buchi Emecheta, *Born into Brothels*

III. The Feminism of Science Fiction

Octavia Butler, *Alien*, Sheri S. Tepper

IV. The Female Voice and the Visual Arts

Artemisia, *The Guerrilla Girls' Bedside Companion to the History of Western Art*

V. Feminism and Popular Music

Ani DiFranco, Hole

VI. Empowerment

TransAmerica, Margaret Cho, Starhawk

VII. Spirituality

Michelle LeLwica, Guy Gaucher

WS312 – SAMPLE ASSIGNMENTS

Women's Studies 312: Women in the Humanities
Handout: Project I assignment
9 February 2006

Tuesday, March 11

Project #1 due
visual art, fiction, or poetry and a critical analysis
220 points (object = 45 points; critical essay = 175 points)

Expectations

Personal = it matters to you; you can learn from doing work on this topic
Global = it will say something to others, enrich others
Evocative = the "art object" indicates critical thinking about something that matters to you and can be made to matter to others, along with the very real attempt to make that thinking concrete
Thoughtful = the critical analysis takes up the kind of work we see in Gilbert/Gubar and Ammons (a focus on a particular aspect or central element of the piece you've created -- plus an analysis of your process of creation {in other words, what did you learn while making this object}) (can be separated into 2 parts)
Somewhat lengthy = 5 to 7 pages (about 1500 – 2100 words, not including title, bibliography, and so on)

Examples of possible projects

- A speech: Write a speech patterned after Elizabeth Cady Stanton's, addressing your point of view about "The Yellow Wallpaper" to a jury who are not your peers (and who are against you) and then analyze your creation
- A poem: Write a sonnet – length or longer poem that contrasts the Cult of True Womanhood in the 19th century to whatever you think we have today (critical essay to include comparisons to other poems and a discussion of process of writing)
- A small "statue": Create an image of your "ideal" woman a la ECS's description, but include your ideas (using any medium, even Play-do – though watch this for its potential to ... uh... fall apart) and then analyze it
- A short story: Write "The Orange Floor Tile" -- a story of your own entrapment and escape
- A model "house:: Use popsicle sticks to create an image of what might be, for you, a fine representation of a true "house of liberation" and analyze your creation
- A handkerchief-sized quilt: Stitch a story you want to tell and analyze your creation

Grading Criteria for Object

It exists and is turned in on time (see note below about due date).

It indicates creative, sustained thought about a valuable topic.

It is connected to the paper you write about it.

Grading Criteria for Critical Essay

It addresses its subject and explains the process of creation and what you were trying to do.

It meets the expectations explained above.

It demonstrates general writing ability, creativity, sustained critical thought (revision), and caring

It is turned in on time (any exceptions have to be arranged prior to the due date).

Form of Critical Essay

Body of Paper – a minimum of five pages text, double spaced (1500 words) and no longer than seven pages (2100 words).

Title and description of art object you've created

Thesis statement for part 1 – why you chose this particular creation, what you wanted to do with it

Thesis statement for part 2 -- your analysis of your final creation (a la Gilbert/Gubar, Ammons)

Use specific references to the object you've created as you explain it.

Demonstrate your awareness of how critique works (again, Gilbert/Gubar and Ammons).

Demonstrate your awareness of the topics we've discussed so far and how they filter into and out of your overall project.

Provide references and a bibliography where necessary

Provide your essay with an interesting title.

Be original.

Women's Studies 312: Women in the Humanities
Handout: Grade explanation for Project #1
23 March 2006

Nota bene: The object, the paper, or both may be revised for a partial new grade. The deadline for the revision is noon on Tuesday, May 9. Note that you must turn in the previous project if you want to get credit for your revision(s). If you redo either or both portions of the project, your grade will be split between original and revision. The revision will be worth 75% of the total final grade; 25% of the final grade will remain the original, midterm grade.

The basics

visual art, fiction, or poetry and a critical analysis (basically, some type of art object)
220 points (object = 45 points; critical essay = 175 points)

Overall expectations

Personal = it matters to you; you can learn from doing work on this topic

Global = it will say something to others, enrich others

Evocative = the "art object" indicates critical thinking about something that matters to you and can be made to matter to others, along with the very real attempt to make that thinking concrete

Thoughtful = the critical analysis takes up the kind of work we see in Gilbert/Gubar and Ammons (a focus on a particular aspect or central element of the piece you've created -- plus an analysis of your process of creation {in other words, what did you learn while making this object}) (can be separated into 2 parts)

Somewhat lengthy = 5 to 7 pages (about 1500 – 2100 words, not including title, bibliography, and so on)

PART I: Grading Criteria for Object

_____ of 45 possible points

It exists and is turned in on time.

It indicates creative, sustained thought about a valuable topic.

It is connected to the paper you write about it.

PART II: Grading Criteria for Critical Essay

_____ of 175 possible points

It addresses its subject and explains the process of creation and what you were trying to do.

It meets the expectations explained above.

It demonstrates general writing ability, creativity, sustained critical thought (revision), and caring.

It is turned in on time (any exceptions have to be arranged prior to the due date).

PART III: COURSE GRADE THUS FAR

- ___ points for this project out of 220 possible
- ___ class participation grade thus far (50% or 125 points)
- ___ journal grade thus far (50% or 90 points)
- ___ points for class as a whole (out of 435 available)

Form of Critical Essay

Body of Paper – a minimum of five pages text, double spaced (1500 words) and no longer than seven pages (2100 words).

Title and description of art object you've created

Thesis statement for part 1 – why you chose this particular creation, what you wanted to do with it

Thesis statement for part 2 -- your analysis of your final creation (a la Gilbert/Gubar, Ammons)

Use specific references to the object you've created as you explain it.

Demonstrate your awareness of how critique works (again, Gilbert/Gubar and Ammons).

Demonstrate your awareness of the topics we've discussed so far and how they filter into and out of your overall project.

Provide references and a bibliography where necessary

Provide your essay with an interesting title.

Be original.

WS 312: Women in the Humanities
Project 2 handout

The project is worth 350 points, and is due the last day of class (no exceptions unless via medical excuse).

Project 2 grading criteria

- First off, please don't write the typical argument or "research paper" that gets taught in most high schools and some colleges. Our Project 2 is an argument, but it needs to be creative and compelling – not blah-blah-blah stuff dumped in from a number of different sources, none of which involve you all that much. You need to care about it, and you need to make us care – and maybe even agree with you. If we feel bored or angered overmuch, you lose points.
- Choose a significant, debatable issue and prepare an effective argument that presents your side to an audience that is not likely to agree with you. Note: This issue must be related to your life in some specific way. If you've never experienced racial discrimination, for example, it can't be the issue for you. (The idea here, remember, is to learn how to speak up for yourself.)
- Make explicit, effective use of the specific strategies of rhetoric, argument, and persuasion we discuss in class (Anzaldua, LaDuke, Moraga, Starhawk, Davis). This work will be clarified in class, starting Thursday, March 30.
- Use sources your audience will accept as reasonable (at least two that help you defend your side, and at least three that clarify the case(s) against you). (Think about the kinds of sources Anzaldua and others seem to use.)
- Argue your case in approximately 1800 to 2700 words (6-9 pages in Times Roman 12 pt). (These pages refer to the argument text itself, not any pictures, poems, et cetera you might include.)
- Include a bibliography page and a title. Use a standardized form of documentation: MLA, APA, Chicago Style, ASA.
- Word-process and proofread your work. Demonstrate how much you care about this issue by preparing a high-quality document – in content and appearance.

WS412: Seminar in Women's Studies
Course Guidelines
November 2008

Course Description:

Study of selected problems in Women's Studies through various disciplines including those from the humanities, arts, social sciences and natural sciences. The course employs the objectives of interdisciplinary studies as applied to selected topics. Specific topics will be announced in the class schedule. Students may repeat the course two times when topic varies.

Writing-Intensive Course Requirements:

To meet the Writing-Intensive course requirements, the course syllabus should:

- **indicate how** writing serves the goals of the course;
- **indicate which** Written Communication competencies of the Dragon Core curriculum are addressed and how they are developed; the course should develop at least four of those competencies;
- **assign a minimum of 16 pages (4800 to 5000 words)** per student of formal, polished writing in multiple assignments that span the semester, rather than one long paper handed in at the end of the term;
- **include at least one** assignment that requires drafting and revision;
- **include informal** writing-to-learn assignments or activities;
- **indicate how the quality** of student writing will affect the course grade.

Writing Intensive/Dragon Core Requirements

The following Written Communication competencies are to be developed in this course:

- Use a coherent writing process including invention, organization, drafting, revising, and editing to form an effective final written product.
- Read, analyze, evaluate, synthesize, and integrate appropriately and ethically information and ideas from diverse sources and points of view in their writing.
- Create logical, engaging, effective written products appropriate for specific audiences and purposes.
- Use correct grammar and mechanics in writing.

Writing Intensive Designation

The Women's Studies Seminar – WS412 – is designated as a writing intensive course and serves as the major writing requirement for Women's Studies majors. All instructors of WS412 must agree to complete the writing intensive requirements as outlined below.

WRITING INTENSIVE SYLLABUS REQUIREMENTS:

1. Indicate how writing serves the goals of the course.

Writing assignments in WS412 should facilitate student learning by allowing them to articulate, assimilate and communicate core concepts in the subject discipline and its relationship to Women's Studies, including women's and gender issues, intersections of identity, dynamics of social power, oppression and privilege.

Writing assignments in WS412 should also encourage students to synthesize the tools of the subject discipline and interdisciplinary approaches.

2. Indicate how quality of student writing will affect the course grade

The quality of student writing in WS412 should be at the core of evaluation including final course grades. While a significant percentage of the course grade should be based on student writing, the **quality** of student writing must be included in evaluating student success in reaching course objectives. Instructors are encouraged to use a grading rubric to assess the quality of student writing. (See attached.)

WRITING REQUIREMENT GUIDELINES FOR WS412:

1. Minimum of 16 pages (4800-5000 words) of formal, polished writing in multiple assignments that span the semester.

A. Structure:

Formal, polished writing must be required in **multiple assignments**
At least one of the formal writing assignments must require **drafting and revision**

Formal writing may include research-based papers, scientific reports, critical essays, written presentations of academic work, presentations that include PowerPoint or other written visual aids, and poster presentations.

Instructors should use the standard writing components of the subject discipline when designing formal writing assignments.

B. Evaluation:

Formal writing should be evaluated using at least these criteria: focus, organization, development, clarity and voice.

Instructors are **strongly encouraged** to provide substantive means of feedback for formal writing, including conferences with the instructor, peer evaluation, grading rubrics, etc.

Students should be encouraged to utilize the resources of the Write Site in preparing their formal writing assignments

2. Informal writing-to-learn assignments or activities

Informal writing assignments should be integrated into course content and should be given at regular intervals.

Informal writing should be a write-to-learn activity, meaning it should assist students with processing, synthesizing and/or communicating course content.

Informal writing does not necessarily need to be formally graded.

Examples of informal writing include: journals (activism, reading, etc), reflection essays, self-evaluation reports, in-class writing sessions, project reports, summaries of lectures, synthesis summaries of assignments, short essays requiring students to synthesize specific information or answer a specific content question, individual writing related to group work.

GRADUATE COURSE GUIDELINES:

WS412 is also offered as WS512, a graduate-level course. Please review the following MSUM course level policy related to 500-level courses:

Graduate courses are numbered 500, 600, and 700. Typically, graduate courses are restricted to students who have successfully completed a baccalaureate degree. They also may have one or more of the following characteristics:

1. They typically build upon a foundation of undergraduate courses in a single or related discipline.
2. They require intellectual maturity of students and stress independent study.
3. They emphasize the use of information resources, studio, laboratory, community, and field-based facilities in ways commensurate with the level of learning.

The primary function of graduate courses is to broaden the perspective and deepen the knowledge students have of a particular discipline or professional field of study, or to provide students preparation in an advanced professional field that requires foundational knowledge and experience in a related discipline or field of study. They are used in master's and specialist programs, and may be used for special students or special post-baccalaureate certificate programs and studies.

Graduate courses are structured in a manner that allows for a variety of approaches to the

subject matter, a wide range of source material, considerable student interaction, and a significant emphasis on independent study and/or research in the library, laboratory, studio, or community. They are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level. They are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level of complexity of these courses.

Multiple Numbered Courses

This is a concept used to manage curriculum and faculty assignments. In this approach, a given body of content is available in separately approved courses at the two different levels. It is assumed that each of those courses is needed, one for each level of curriculum. However, in the context of curriculum and resource management, the institution may make the decision to teach those two courses simultaneously by one faculty member. Different levels of expectations would be stated for the students. Separate course syllabi outlining these different expectations or a segment of the common syllabi that clarifies these differences, based on the characteristics described in A, B and C above, would be made available and on file. Multiple numbered courses must be properly approved, documented, and monitored for quality and maintenance of standards. Two types of multiple numbered courses are acceptable. Undergraduate studio and ensemble courses may be multiple numbered (100, 200, 300, 400), and senior and entry level graduate courses may be dual numbered (400/500).

Undergraduate Students Taking Graduate Courses

Moorhead State University policy permits seniors to take a limited number of 500 level courses, or, as exceptions with appropriate justifications, 600 level courses. The student pays graduate tuition, and the graduate level formula factor would apply. Campus policy prohibits the application of graduate courses to an undergraduate degree.

APPENDIX I: GENERAL GUIDELINES FOR WI COURSE:

Definition: Writing-Intensive courses integrate writing with course content and provide a variety of both formal and informal occasions for students to write. **Formal writing** may include (but is not limited to) formats and genres characteristic of a particular field, such as a review of literature, a critical essay, an executive summary, or a laboratory report. The emphasis is on the final product as a demonstration of students' understanding. **Informal writing** may include (but is not limited to) project logs, writing up notes, recording personal observations, brainstorming, journals, electronic mail, or short in-class writings. The emphasis is on students' writing-to-learn, rather than on producing a polished product. Both formal writing and informal writing assignments are spaced reasonably across the semester, rather than being one long assignment at the close of the term.

In a Writing-Intensive course, formal writing assignments and evaluation criteria must be given to students in writing far enough ahead of time to facilitate thoughtful writing and students' use of conferences with the instructor, a writing center tutor, or a peer response group before the paper is due if they choose. The professor will offer substantive response to the students' writing, using the following criteria:

- **Focus** — The paper addresses the assignment/answers the question? There is a thesis, main idea, or hypothesis that holds the paper together.
- **Organization** — The paper is cohesively organized, making effective use of paragraphs and transitions, or other appropriate genre conventions.
- **Development** — The paper provides sufficient evidence to support the over-all thesis, or answer the question. Topic sentences for each paragraph are adequately supported.
- **Clarity** — Sentences are clear and effectively punctuated (appropriate diction, no run-ons, fragments, misspellings, or grammar errors).
- **Voice** — The tone is professional and informative (not stuffy, preachy, whiny, or filled with slang).

The professor will also instruct students on writing conventions, formats, and styles appropriate to the discipline or the area, sharing examples when possible.

In a Writing-Intensive course, informal writing is generally unrehearsed. The professor uses the writing to gain an immediate sense of students' understanding, to focus and facilitate class discussion, to help students learn the material, to facilitate the scaffolding from one assignment to the next, or to learn more about the students. Response to the writing is informal: it facilitates students' understanding of content, rather than evaluating students' performance. Response may be an oral response in class, answering questions revealed in an in-class writing. Any written response is usually done quickly, a checking off that the writing has been completed, rather than the giving of a lengthy written response.

Writing-Intensive courses at the 300/400 level should not only extend the student learning outcomes of the Foundation writing course, but they should also give students opportunity to develop their competency in using diverse sources and points of view in their writing. Students should have opportunity to locate, use, and cite appropriately primary and secondary source materials from both print and electronic resources. They should also be introduced to writing conventions appropriate to the discipline of the course. The writing opportunities should give them opportunity to analyze, synthesize, and evaluate course content, not just repeat information.

WS420: Feminism in Global Perspective
Course Guidelines
November 2008

Course Description:

A topical survey of women's issues in various regions of the world with a focus on manifestations of feminism in different cultural contexts. Topics may include women's rights as human rights, sex tourism and trafficking, genital mutilation, religious systems and women, and reproductive rights.

Course Objectives/Student Learning Outcomes:

- Develop an understanding of women's issues as they are manifested in various global contexts
- Examine specific women's issues as they relate to topics such as development, health, population/reproduction, sexual exploitation, labor, religious practice
- Examine the effects of globalization on women in various contexts
- Understand the basic idea of human rights, particularly as it applies to women
- Examine manifestations of feminism in global contexts
- Examine and understand feminist theories as they apply in international contexts

Dragon Core Objectives:

- Demonstrate an understanding of our universal human concerns.
- Demonstrate how human security relates to the global context.
- Explain globalization and how it links and affects the local, regional, and international levels of society as well as the mechanisms and norms of global cooperation.
- Discuss global perspectives and world views by giving attention to the perceptions of peoples of various regions of the world as well as difference stemming from cultures, arts, ideologies, and institutions.
- Demonstrate the critical thinking skills necessary for participation in the global community.

Information Literacy (Area 11):

One of the topics for the course will focus on the internet, connectivity and activism. Specifically, the topic will focus on: Exploring the potentials of technological interconnectivity, Feminism and the internet, and Internet activism. In addition, activist website projects are included in the primary textbook and students will be completing many of these tasks. Students will also undertake a research project that will require them to access information, critically assess information and use and

SAMPLE SYLLABUS

WS 420 - Feminism in Global Perspective

Course Syllabus

Wednesdays, 6:00-8:30 p.m.

MA 164

Professor Laurie Blunsom

Office: CA106

Phone: 477-4606

E-mail: blunsom@mnstate.edu

Office Hours: Monday-Thursday 12:30 to 3:00 pm
And by appointment

Please note: Although I make every effort to be in my office during the listed times, office hours sometimes change due to scheduling of meetings, special events, etc. To make an appointment, sign up on the weekly schedule posted on my office door (at least 24 hours in advance) or contact me via e-mail.

Course Description:

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Course Policies

Attendance: Students are expected to attend all classes. Missing meetings will interfere with your ability to participate in classroom and group activities.

Academic Honesty: The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for their ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Plagiarism Policy: In this course, all required assignments may be subject to submission for textual similarity review through the Turnitin.com web site to the instructor, who may then use the tool to check for originality of students' work. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. If there is convincing evidence of plagiarism found in any assignment, you will receive a failing grade for that assignment.

Respect Statement: A goal of this course is to create and maintain a learning environment that is respectful and open. All students are expected to value and respect the views, beliefs and opinions of their fellow class members and to contribute to creating a positive learning atmosphere that is open to inquiry and communication. Strongly held views should be expressed in assertive terms rather than with accusation, blame or judgment. Students should also be

mindful of using inclusive language to create a classroom in which people with different gender, racial, sexual, ethnic, ability and age identities are treated with equal value and respect.

Special Accommodations: Students with disabilities who believe that they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disabilities Services, at 477-2652 (phone) or 477-2047 (TTY), CMU 222, as soon as possible to ensure that accommodations are implemented in a timely fashion.

Course Requirements

Required Reading:

On reserve:

Women Across Cultures: A Global Perspective by Shawn Megan Burn

Women's Roles and Statuses The World Over by Stephanie Hepburn and Rita J. Simon (2007)

Required:

Global Feminism: Transnational Women's Activism, Organizing and Human Rights.

Myra Marx Ferree and Aili Mari Tripp, eds. (2006)

Global Woman: Nannies, Maids and Sex Workers in the New Economy.

Barbara Ehrenreich and Arlie Russell Hochschild, eds. (2002)

Women's Rights, Human Rights: International Feminist Perspectives.

Julia Peters and Andrea Wolper, eds.

Selected readings assigned during semester.

Discussion Sessions: Much class time will also be dedicated to directed discussion sessions. These will consist of both group discussion and class discussion.

Reaction Essays: We will watch several films on global women's issues in class. For each film, you will write a short essay articulating your reaction to the film and the issues contained in it. For some films, there may be specific questions to address. For others, the essay will be simply your critical reactions. Essays will be due the next class meeting after the film showing.

Research Projects: Students will complete 3 projects during the semester. The three projects are:

- 1) A "mini-project" in which students will research a topic and direct a discussion on it. These will be completed in assigned groups.
- 2) A "mini-project" on internet activism. This project will be done individually.
- 3) A research project. This project will be done in self-selected teams and also include an individual component. For the research project students will choose one global women's issue and research it in depth. Each group will present their research to the class and each individual will write a short literature review with bibliography.

Action Project: Students will complete an action project at the end of the semester as part of 16 Days of Activism Against Gender Violence Campaign. These projects may be done either in self-selected groups or individually.

Grade Weights:

Class Participation/discussion	30%
Class Discussion Leadership (Including discussion questions)	10%
Reaction Papers	10%
Research Projects (Including presentation)	30%
Action Project	20%

Grading Scale:

A = 93%
A- = 90%
B+ = 87%
B = 83%
B- = 80%
C+ = 77%
C = 73%
C- = 70%

Course Outline

Week One: August 29

I. Introduction to Cross-Cultural Study of Women's Issues

- Cross-Cultural Similarities
- Cross-Cultural Differences
- The Study of Global Women: Rich and Rewarding, Shocking and Disturbing
- Respecting Diversity and Avoiding Ethnocentrism
- Women's Rights as Human Rights

Week Two: September 5

II. Global Feminism – Issues and Challenges

Understanding gender cross-culturally
Cross-cultural study of women's issues
Global, international, transnational?
Human Rights
Ethnocentrism and the charity model
Human Rights
Females As Property
Human Security
Understanding the Terminology
 East/South, etc.
 Colonialism
 Imperialism
 Postcolonial
 Decolonization

Week 3 through 5: September 12 through 26

III. Overview of Global Feminist Issues

Week 3: 9/12

- Women and the State
 - Voting
 - Governmental participation
 - Women and Politics
- Labor and Global Economy
 - The Effects of Globalization on Women
 - Women's Work in the Transnational Factory
 - The Global Economy and Women's Migration
 - Domestic Service
 - Mail-order Brides
 - Women's Work in the Global Sex Trade

Week 4: 9/19

- Physical Violence Against Women
 - Domestic Violence
 - Dowry Death
 - Honor Killing

- Sexual Violence and Exploitation
 - Female Genital Mutilation
 - Trafficking
 - Rape
 - War Rape
 - Comfort women
 - Prostitution

Week 5: September 26

- Reproductive rights
 - Maternal Mortality
 - HIV/AIDS
 - Abortion
 - Contraception
 - Control of reproduction
 - State
 - Religion

- Religion
 - Hinduism
 - Buddhism
 - Islam
 - Judaism
 - Christianity

Week 6 through 9: October 3 through 24**IV. Issues in Depth (10/3 through 10/24)**

Research project and Class Presentations.
Six self-selected teams of no more than 5 members.

Week 11 through 13: October 31, November 7 and 14**V. Framing Feminist Reactions on the Large Scale****Week 11**

- Development
 - Women in Development Approach (WID)
 - Gender and Development Approach (GAD)
 - Environment and sustainability
 - Microfinance

Week 12

- Global Activism
 - South/Third World Issues
 - Organizing Across Borders:
 - Beijing and Beyond
 - Women's World Conference
 - World Wide Web as a site of global activism

Week 13

- Human Rights/Women's Rights
- The United Nations
 - General Description
 - The UN's Contribution to Gender Equality
 - The UN's World Women's Conferences
 - Some Important UN Conventions and Treaties Regarding Women's Rights
- NGOs
 - Human Rights Watch
 - Amnesty International

Week 14 through 15: November 28 and December 5

VI. 16 Days of Activism Against Gender Violence Campaign (November 25 through December 10)

Activism Projects

The 16 Days of Activism Against Gender Violence is an international campaign originating from the first Women's Global Leadership Institute sponsored by the Center for Women's Global Leadership in 1991. Participants chose the dates, November 25, International Day Against Violence Against Women and December 10, International Human Rights Day, in order to symbolically link violence against women and human rights and to emphasize that such violence is a violation of human rights. This 16-day period also highlights other significant dates including November 29, International Women Human Rights Defenders Day, December 1, World AIDS Day, and December 6, which marks the Anniversary of the Montreal Massacre.