NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

WGSS 224: Women: Personal and Social Change
Women’s, Gender, and Sexuality Studies Program
Oregon State University ECampus (3 credits)

Instructor: Cathleen Osborne-Gowey, M.A.  Virtual office hours: Friday, 10-12 pm MST
Contact Information osbornca@onid.orst.edu (please specify your course number when emailing)
Days Offline: Friday 5pm to Sunday 2pm. Please allow 24 hours for me to respond to your queries.

Canvas: This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with the Instructor. Within the course Canvas site you will access the learning materials and syllabus; discuss issues; and submit assignments. To preview how an online course works, visit the Ecampus Course Demo.

For technical assistance with Canvas and related issues see http://ecampus.oregonstate.edu/services/technical-help.htm/

Course Description
Welcome to WS 224! Examines the way the questioning of traditional gender roles and their accompanying power structures can lead to change in women's personal and public lives. Explores women's heritage and contributions and focuses on issues of self-growth and social movements for change. It is hoped that you will learn new information about women in society that will help raise your consciousness of the realities, choices, and strategies for change. In addition, I hope you will gain skill and confidence in writing and participating in activism. (SS) (Bacc Core Course)

Course Learning Outcomes
As a Baccalaureate Core Course that fulfills the DPD (Difference, Power, and Discrimination) requirement OR Social Processes and Institutions requirement, WGSS 223 meets the following criteria, as established by OSU Office of Academic Programs:

Difference, Power, and Discrimination (DPD)
1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

OR
Social Processes and Institutions
1. Use theoretical frameworks to interpret the role of the individual within social processes and institutions
2. Analyze current social issues and place them in historical context(s)
3. Critique the nature, value, and limitations of the basic methods of the social sciences

As a result of having taken and participated actively in this WGSS course, students will be able to:

1. Evaluate women’s differing and unequal statuses in history and contemporary society.
2. Recognize and utilize the vocabulary, terms, and theories essential to Women, Gender, and Sexuality Studies.
3. Acquire skills to help improve the status of women in U.S. society and Develop plausible solutions to real-world issues of social justice.
4. Articulate issues associated with the social construction of gender and the intersection of systems of oppression on women’s lives in the U.S. in verbal, visual, and written work.
5. Articulate how social and institutional factors affect both the individual and the collective in terms of the development and progression of social justice.
6. Locate oneself in relation to systems of privilege and oppression and recognize how social location has affected you as an individual within said systems.
7. Develop elements of critical thinking, i.e., identify main arguments and assumptions of texts and be able to evaluate them in the context of concepts learned in the course.
8. Analyze the ways in which systems of privilege and oppression are perpetuated through the media and our everyday interactions with others.
9. Apply concepts about justice through artistic media.
10. Demonstrate application of critical thinking in your college-level writing skills.

Please note that course announcements, information, syllabus, assignments, etc. can be located through the web on the OSU Blackboard system. Assignments and directions will be posted on CANVAS. Access it through http://my.oregonstate.edu

Required Text and Films
4. A Recognition of Being Reconstructing Native Womanhood by Kim Anderson
5. Iron Jawed Angels (film), 2004. (I found it streaming on DailyMotion in two parts. It’s also readily available in video stores if you are lucky enough to have one still open in your area.)
6. Pride (film), 2014. (available through Amazon streaming)
7. Miss Representation (film), 2011. (available through Amazon streaming)

Online sources. Additional readings and documentaries posted on CANVAS. We will also be referring you to various blogs, online news sources, and media content.

OSU diversity/discrimination statement: “OSU is dedicated to establishing a learning environment that promotes diversity of the student’s race, culture, gender, sexual orientation, and physical disability. Anyone noticing discriminatory behavior in this class, or if you feel discriminated against, please bring it to the instructor’s attention.”

Course Expectations and Requirements
Classroom Behavior: The goal of OSU is to provide students with the knowledge, skills, and wisdom they need to contribute to society. OSU has community rules and expectations that are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. We must treat each other with dignity and respect in order for teaching, learning, and scholarship to thrive. Behaviors that create a hostile, offensive, or intimidating environment based upon gender, race, ethnicity, color, religion, age, disability, socio-economic status, marital status, or sexual orientation will be referred to the Office of Affirmative Action.

Statement on Academic and Scholarly Dishonesty
*It is expected that all the work turned in for evaluation be your individual work unless you are given instructions for joint projects, and that you understand how to cite and reference others’ work (from journals, books, and web sites) in order to avoid plagiarism. There are no group assignments in this class. Anyone who cheats on exams or assignments will be immediately referred to the OSU Student Conduct Program for disciplinary action and will receive an automatic F for the class. We regularly check online sources and know what papers are available on the web. Do NOT copy or purchase papers.

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Telephone: 800-667-1465
*At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

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

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

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

Statement Regarding Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Students who have any emergency or relevant medical information that the instructor should be aware of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, and no later than the first week of the term, in order to ensure positive learning outcomes.

International Students and other students for whom English is not your first language: Please see me by week 2 during office hours or special appointment to discuss your college experience so far and how we can help you succeed in this class that relies on much reading and writing.

I encourage all students to be in conversation with me early in the term about any special issues!

Classroom Philosophy: The classroom is a place of collaborative learning. We will be working with a varied body of literature, including texts like autobiographical narratives, poetry, and films. Students are expected to carefully and critically read the assigned readings. Please remember that you are under no obligation to agree with the authors of the readings or with us as your instructors. Your obligation is to engage with the material of the course critically and with university level analysis be able to demonstrate your understanding of these concepts verbally and in writing.

It is understood that participation in class is conducted under the guidelines in this syllabus and the Guidelines for Creating a Safe Space in the Classroom found on the last page of the syllabus.

For assistance with writing, OSU’s Online Writing Lab can give you feedback on your rough draft. Follow this link for the directions: http://cwl.oregonstate.edu/owl.php

You can also visit the Writing Center on Waldo’s first floor: http://writingcenter.oregonstate.edu/making-appointment

ASSIGNMENTS, PAPERS, AND EXAMS

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu  Email: ecampus@oregonstate.edu  Telephone: 800-667-1465
Late Work Policy: I will accept late work up to one week after the due date. Late work grades will reflect a 10% reduction in score, be graded after all current assignment grading is completed, and receive no comments. Except under extenuating circumstances that have been formally approved by the instructor, no late work is accepted more than one week after the due date. In the case of a Discussion Board assignment, NO late Discussion Board posts will be graded since this is your participation portion of your grade; it relies on the conversation you have with your classmates and the instructor.

1. Online Discussion Participation: (20%) How the News Discussion Board Will Be Graded is posted in Canvas. All points from discussions will count toward a total of 20% of your final grade.

2. Homework Assignments: (30%) There are 6 homework assignments throughout the term (in weeks 2, 3, 4, 6, 7, and 9. They are due on CANVAS by Sunday at 11:59. NONE will be accepted via email. Homework assignments are not long but are designed to allow students to examine course concepts and connect them to events and situations in the world around us. They also provide a place for each student to exercise her or his voice and to establish a dialogue with the instructor. Homework Prompts, directions, and grading rubrics for the homeworks are on CANVAS under Course Documents.

Week 2: Activist Profile. Identify a feminist activist and write a 1½ page description of what makes her or his activism feminist. How did they begin? What motivates them today? How could you become involved in their work? How does it connect with our discussions and readings so far in class? Be sure to include a thesis sentence. Reference a course reading using APA or MLA at least once in your response and if you use web resources, be sure to reference those properly as well. Include a Works Cited section a few line breaks after your response concludes.

Week 3: Annotated Bibliography 1. This Annotated Bibliography provides an opportunity for the student to conduct scholarly library research about your activism topic and how activism has been carried out and evaluated previously. Students will do a second annotated bibliography in week 7 to find academic research about the activism topic for the final essay. This link will help students use the correct format for the reference and examples for the annotation: [https://owl.english.purdue.edu/owl/resource/614/03/](https://owl.english.purdue.edu/owl/resource/614/03/). Remember that this week is for research about activism on the topic. Please be sure to follow the rubric below for 2 academic sources and 2 popular feminist magazine sources.

Rubric for Annotated Bibliography located on full syllabus.

Week 4: Manifesta! Create a feminist Manifesta the equivalent of one page in length and include at least 10 items. These items should center women and gender in addition to other categories of identity as you want to address. Be as creative as you like! You can type it, write it, paint it, stitch it, etc. You can focus it around the topic or theme you are planning your project around or make it more general. Remember, manifestas are blunt, detailed, evocative, and sometimes funny or angry. Be respectful and think about the ways that your language will be understood and interpreted. If you quote anyone, be sure to say whose words they are. This assignments should demonstrate your understanding of the ways that feminist activism is conceptualized and created.

Week 6 Art. 1. Create an Art Response to the concepts and ideas we have been reading about and discussing in class. The art piece can be poetry, short story, sculpture, painting, drawing, dance, monologue, performance piece, song, video game, or music that you create (but NOT collage). This art may be connected to and even be preparation for your project (i.e. an advertising poster) or it can be completely separate and deal with a different topic.

2. Write an Artist Statement to turn in with your Art Response due with your art. The purpose of the statement is for students to connect course concepts to the novel utilizing a creative medium. As such, students will explain the medium choice (genre, colors, style, size, etc.) and why each is specifically appropriate to class themes. This assignment recognizes that knowledge is not only created in traditional academic pursuits and gives more students the chance to excel in alternate ways for an assignment. Please see me if you’re planning a performance piece so we can schedule time during class for the performance.
Rubric for Art Project located on full syllabus.

Week 7: Annotated Bibliography 2. This second Annotated Bibliography provides an opportunity for the student to conduct scholarly library research about your activism topic specifically. These sources should be different than the ones from week 3 and students should attach their week 3 assignment to this one. This link will help students use the correct format for the reference and examples for the annotation: https://owl.english.purdue.edu/owl/resource/614/03/. Remember that this week is for research directly about the topic. Please be sure to follow the rubric above for Week 3 (week 7 notes are included on the rubric for 3 academic sources and 2 popular feminist magazine sources). Note that you may use sources from both Annotated Bibliographies in your final essay.

Week 9: Online Activism. This assignment asks students to engage in online activism of some kind and reflect on it in a piece of journal-like writing. We will explore various activists and projects throughout the term and students will discuss their plans in a discussion board in week 7 or 8.

3. Final Activist Project: (a total of 20% of your final grade) In this course that focuses on personal and social change, WGSS aims to assist students in becoming activists. This project is designed for students to engage in an action that changes themselves and the world around them. We will spend the first few weeks exploring activism as practiced by feminists in the world and our community and then work with each other to brainstorm and plan some actions. Students can create solo actions or work with classmates but each student will submit individually produced documentation of the activism and reflections. An intention sheet will be completed in class at the end of week 3/beginning of week 4; the next four weeks is for students to engage in their activism. We will spend some time in class planning and preparing for the activism. In addition, the homework assignments during this time will be building blocks for the project, particularly the annotated bibliography homework designed for students to research activism already in progress about the issue chosen for the project. The Activism Project must be completed and the assignment turned in by Thursday of week 8.

Note that the Activist Project must be a feminist engagement with personal and social change. Most issues can be approached from a feminist perspective. We will discuss examples generally in class and specifically with each student so the project is specific enough to be manageable as well as feminist in content and approach. (For instance, an event that advocates for access to contraceptives and information about family planning would be a great project. A pro-life event would not qualify as a feminist activist project. As we will discuss, abortion rates are low in areas where safe, affordable, and reliable contraceptives as affordable childcare options are readily available).

Possible activism: Host a feminist film screening and discussion in your community. Create a short (2-4 min) film/video and show it in public. Create an art piece and install it on campus. Write a series of poems and read them at a poetry reading you organize around a topic explored in class. Start training to become a volunteer at a domestic violence shelter or another feminist organization. Plan a Speak Out for those resisting and recovering from violence against women. Host a play reading and post-show discussion of a feminist play. Volunteer (or train for volunteering) at youth shelter. Help plan an event for Men Against Rape. You could also start planning a much larger event and do some of the planning work now. Many other possibilities!

The intention sheet will give the instructor information to help you hone the project into a manageable endeavor as well as develop an appropriate grading rubric for your project. The rubric will be developed by the instructor after the intention sheet is submitted and will serve as the agreed-upon work required for the project. Students will complete a reflection worksheet about their project to submit with the agreed-upon documents of evidence on the due date. This documentation will vary depending on the action but could include photo journal, posters, flyers, email, online links, poem, video, etc.

4. Final Essay: (a total of 10% of your final grade) A Final Essay exploring the social issue of your Activism Project is due at the end of Week 10. A second annotated bibliography homework assignment will be completed in week 7 so students can look more in depth at the academic/scholarly literature about the topic of the project. This
final essay is not a reflection or description of the Activist Project (that will be part of the Project’s grade) but a scholarly examination of the topic.

Rubric for final essay located on full syllabus.

No papers or assignments will be accepted by email.

4. Exams (20% total. 10 for Midterm and 10 for Final) Midterm covers all material weeks 1-5 from assigned readings, handouts from class, class discussions and activities, homework assignments, videos, guest speakers. The Final Exam is during Exam Week and covers all material from week 6-10 from assigned readings, handouts from class, class discussions and activities, homework assignments, videos, guest speakers. Final exam is not comprehensive but students are expected to carry concepts forward and apply them to new material. Exam format may include: matching, multiple choice, true/false, fill-in-the-blank, and short essay answer.

Grade Calculation
Citizenship/Participation—20%
Homework Assignments—30%
Final Activist Project—20%
Final Essay about Project—10%
Exams: Midterm 10% + Final 10% = 20%
Total 100%

Grades will be issued as follows:
A = 93+; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72;
D+ = 67-69; D = 63-66; D- = 60-62; Below 60 = F. OSU does not offer the A+ grade.

TECHNICAL ASSISTANCE:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
• COURSE DEMO
• GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.