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. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

WGSS 416
THEORIES OF FEMINISM

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
WS 223 [D-] or WS 223H [D-] or WS 224 [D-] or WGSS 223 [D-] or WGSS 223H [D-] or WGSS 224 [D-] and /or instructor approval required.

COURSE DESCRIPTION:
Explores feminist conceptions about the nature of the world, women’s reality and visions for change. Analyzes major issues raised by women’s movements and the development of feminist ideas, as well as provides a critical examination of feminist thought and different theories which comprise it.

In this course we will explore feminist conceptions about the nature of the world, women’s realities, and visions for change. We will analyze major issues raised by women’s movements and the development of feminist ideas, and we will engage in a critical examination of the varieties of feminist thought. We will pay particular attention to feminist theorizing as a way to explain and seek to improve human lives, tracing paradigm shifts from modernity to postmodernity that have characterized U.S. feminisms and exploring the impetus for globalizing perspectives.

Please note that this is a reading- and writing-intensive course required for all majors and minors in Women, Gender, and Sexuality Studies. There are expectations for skills in analytical thought and fluency in reading and writing about feminist issues. The course is geared toward juniors and seniors with a strong background in Women, Gender, and Sexuality Studies. This is an upper-division required course for Women, Gender, and Sexuality Studies majors and minors.

CONTACT INFORMATION:
Instructor: Jennifer Almquist, Ph.D.
Virtual Office hours: TBA and by appointment
Instructor email: jennifer.almquist@oregonstate.edu
Instructor phone: 541-737-4108

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information.
You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

Readings
- Additional readings on Canvas.

NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](http://www.oregonstate.edu). Sample syllabi may not have the most up-to-date information.

Students can also click the ‘*OSU Beaver Store*’ link associated with the course information in the [Ecampus schedule of classes](http://www.oregonstate.edu) for course textbook information and ordering.

STUDENT LEARNING OUTCOMES:

As a result of having taken this course, students will be able to
- Contrast, compare, and evaluate various theories of feminism
- Critique theories of feminism from perspectives inclusive of race, ethnicity, class, sexual orientation, age, and ability
- Apply feminist theories to practical realities of women’s lives
- Develop and refine one’s own theoretical framework for feminist practice
- Participate in building an open, affirming, and challenging community of feminist scholars

COURSE CONTENT AND POLICIES:

Course Expectations

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. This is true for Ecampus courses as well as on-campus courses.

Schedule

All your required readings are either in *Doing Feminist Theory* (DFT on schedule) or on Canvas organized by the week. The exception is Valenti’s *Full Frontal Feminism* (FFF on schedule), which is an easy read!
Week 1 Doing Feminist Theory
- *DFT*: Introduction (xv-xx); Chapter 1 (1-30)
- bell hooks, “Theory as Liberatory Practice” in *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994) (Canvas)
- Handout Bunch (Canvas)

Week 2 Liberal Feminisms
- *DFT*: Chapter 2 (33-77); Liberal Feminisms Inspired by Modernization Theory (327-329)

Week 3: Radical Feminisms
- *DFT*: Chapter 3 (78-111); Radical Feminist Global Analyses (338-340)
- Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence” in *Signs* (Canvas)

Week 4 Marxist, Socialist, and Anarchist Feminisms
- *DFT*: Chapter 4 (112-159); Marxist and Socialist Feminisms Inspired by Dependency Theory (329-337)
- Emma Goldman “The Traffic in Women” from *Anarchism and Other Essays* (Canvas)

Week 5 Intersectionality Theories
- *DFT*: Chapter 5 (160-208); U.S. Third World Feminisms (344-354)
- Combahee River Collective, “A Black Feminist Statement” (Canvas)
- Naomi Zack, “Beyond Intersectionality” (Canvas)

Week 6 Postmodernism and Poststructuralism
- *DFT*: first part of Chapter 6 (211-233)
- *FFF*: Introduction; Chapters 1-3
- Sandra Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power” (Canvas)

Week 7 Queer Theories
- *DFT*: second part of Chapter 6 (233-255); Queering Global Analyses (388-393)
- *FFF*: Chapters 4-9
- Judith Butler, “Performative Acts and Gender Constitution” (Canvas)

Week 8 Third Wave Feminisms
- *DFT*: Chapter 7 (256-290); Third Wave Feminism on Global Issues (393-396)
- *FFF*: Chapters 10-14

Week 9 Feminist Critiques of Imperialism and Postcolonialism
- *DFT*: first part of Chapter 10 (355-388)
- Chandra Talpade Mohanty, “Under Western Eyes” and “Revisited” (Canvas: 2 separate files)
- *Lila Abu-Lughod*, “Do Muslim Women Really Need Saving?” (Canvas)
Week 10 Paradigm Shifts
- DFT: Conclusion (400-409)
- Readings from groups (TBA)

Final exam: TBA

Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.” Link to Statement of Expectations for Student Conduct: http://oregonstate.edu/admin/stucon/achon.htm.

EVALUATION OF STUDENT PERFORMANCE:
1. Participation in Discussion Forums (10%)
While there is great flexibility in online courses, this is not a self-paced course. All students are expected to participate in discussion forums at least three times each week (unless otherwise noted): 1) Your own initial post by Tuesday at 12:00pm; 2) A minimum of two posts engaging with the initial posts of your peers by Thursday at 5:00pm; and 3) A minimum of one response on your own initial post that engages the comments of your peers by Saturday at 11:59pm. Each post should be approximately 200-300 words.

Most weeks the weekly readings will serve as the foundation for our discussions. Unless otherwise noted, your initial post will be based on updates to your Feminist Theories Table and Feminist Theories Concept Map (see below for details). The readings can be quite challenging, and your subsequent posts become the avenue for exploring issues and creating dialogue and personal engagement. With that in mind, you are encouraged to ask questions and to share examples of news articles, blog posts and/or video clips that help explain the theoretical content. In addition, I may post further discussion questions and/or focus the discussions in various ways.

2. Feminist Theories Table (5%)
Throughout the term we will be exploring a number of different theoretical frameworks. This is a tool to help you organize the feminist perspectives covered in this course. You will update your table each week as part of our weekly discussion (see above), and then submit a final version at the end of the term. Additional details are available on Canvas.

3. Feminist Theories Concept Map (5%)
Similar to the Feminist Theories Table, the concept map is another tool to guide our exploration of a range of feminist perspectives. This particular tool will help you make connections between the various theoretical frameworks. As with the table, you will update your map each week as part of our weekly discussion (see above), and then submit a final version at the end of the term. Additional details are available on Canvas.

4. Learning Activities (10%)
Every other week beginning with Week 1 you will complete short learning activities that include answers to questions applying course themes, researching websites, or engaging in some other activity encouraged to further your thinking. Specific directions are available within the weekly modules.
5. Group Praxis Project (GPP) (30%)
The focus of the group project is on strategies for change guided by feminist analysis and vision. In other words, it focuses on praxis: the connection between theory and activism (broadly defined). This is a multi-part project that will span the entire term, and you are encouraged to read through each specific assignment to understand and plan ahead for how the project will progress throughout the term. Some components of the project are completed individually and others will be completed collaboratively; some work will be shared within your group and some components are shared with the entire class. Additional details about each project component are provided on Canvas.

6. Exams (40%)
During Week 6 and Finals Week there will be an open-book/notes online exam over class readings, links, and discussions. Questions will be short essay. The exams will be posted by Friday of the previous week. No make-ups are allowed.

Earned grades: A=93+%; A-=90-92.9%; B+=87-89.9%; B=83-86.9%; B-=80-82.9%; C+=77-79.9%; C=73-76.9%; C-=70-72.9%; D+=67-69.9%; D=63-66.9%; D-=60-62.9%. Below 59.9%=F.

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

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

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 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.
ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

Statement of Expectations for Student Conduct
Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.
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

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

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