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 498
Senior Seminar

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 414 [D-] and WS 416 [D-]) or (WGSS 414 [D-] and WGSS 416 [D-])

COURSE DESCRIPTION:
For graduating seniors in women studies and women, gender, and sexuality studies. Building on knowledge and experiences acquired in required and elective women studies courses, it focuses on central questions for feminist research. In particular, the course helps students identify their approaches to women’s studies scholarship and develop deeper understandings of the process of generating feminist knowledge, especially in relation to gender, race, class, sexuality, and national belonging.

What does it mean to cross borders, to question boundaries, to cross over into unfamiliar territory? What might it mean to question our own cultural assumptions, myths, preconceptions, and value systems, in terms of thinking through feminism, feminist research and activism, and feminist epistemologies? Feminist movements have always involved both struggles for liberation and justice, and sites of contestation and conflict. The discussions emerging from such conflicts continue to highlight feminist concerns about how to engage in scholarship and activism, conduct ethical research, develop coalitions, and organize for change.

This seminar is designed for graduating seniors in women studies. Building on knowledge and experiences acquired in required and elective women studies courses, we will focus on central questions for feminist scholarship and research. Among these questions are: What is the relationship between feminist theory and practice? What is the relationship between academic feminism and feminist activism? Are these dichotomies useful ones, and what (whose) purposes do they serve? How can we rethink the relationships between and among such notions as "objectivity," "authenticity," and "truth," particularly in relation to research about marginalized communities? How are methods of research always already shaped by our subject positions? When/how does it matter who is doing the research? How should
questions of audience affect our chosen methods? What should be the relationship, in feminist process, between form and content? Finally, what does it mean to conduct research ethically, and how can we conduct research that truly furthers social change and justice?

CONTACT INFORMATION:
Instructor: Kryn Freehling-Burton
Email: Kryn.Freehling-Burton@oregonstate.edu

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:
REQUIRED TEXTS

Additional Required Readings available on Canvas.

Students will choose 2 more book-length research projects to read from the following 2 lists:

For Week 5:


For Week 8:


NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](http://ecampus.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://ecampus.oregonstate.edu) for course textbook information and ordering.

**STUDENT LEARNING OUTCOMES:**

As a result of taking this course, students will be able to:

* Identify your own academic, feminist, and personal approaches to women's studies scholarship.

* Develop a deeper understanding of the process of generating feminist knowledge, research, and scholarship, especially in relation to gender, race, class, sexuality, and national belonging.

* Articulate a basic understanding of qualitative feminist research methodologies.

* Develop a deeper awareness of the many complex issues and conflicts surrounding feminist research, activism, and epistemologies.

* Understand (and develop sensitivity for) some of the complex issues surrounding research about marginalized communities.

* Apply your own standpoint and chosen methodological approach to a feminist research project of your own design.
* Share your work with others through a project and/or written paper suitable for presentation. At the end of the course, students will have a finished product that can be submitted with applications to grad school or with applications for careers in feminist activism/social justice.

**COURSE CONTENT AND POLICIES:**
In this seminar we will attempt to lay a conceptual framework for discussing feminist research. At the same time, you will each develop your own independent research projects based on your specific interests in women's studies. These projects will form much of the basis for this seminar as we proceed through the term. Each of you will be expected to share your research proposals with another instructor in the program and to actively engage the themes of the readings that relate to your own research. Please note, however, that certain kinds of research may not be possible during this term, due to IRB requirements and time limitations. Therefore, it is in your best interest to develop a research project/paper that is possible within a 10-week period.

**COURSE SCHEDULE**

**Week 1: Transformation: Women and Gender Studies**

**Readings**
Berger and Radelof, Introduction: “Transform Yourself”

Berger and Radelof, Part One (Chapters 1 and 2) “Inheritance” and “Claiming your Education”

**Research Tasks**
* Women’s Studies Narrative Due (submit to assignment folder on Bb)
* 1-2 page analysis of reading (submit to assignment folder on Bb)

**Week 2: Applying Women’s and Gender studies to Life**

**Readings**
Berger and Radelof, Part Two (Chapters 3 and 4)

**Research Tasks**
* Project Topic Statement Due
* 1-2 page analysis of reading

**Week 3: What is Feminist Methodology? / Qualitative Research Methodologies**

**Readings**
DeVault, Introduction: “Becoming a Feminist Scholar”

DeVault Part Two (Chapters 2 & 3): “What Is Feminist Methodology?”
Research Tasks
* Project Proposal Due

* 1-2 page analysis of reading

Week 4: Interviews and Subject Positions

Readings
DeVault, Chapter 4 "Talking and Listening from Women’s Standpoint: Feminist Strategies for Interviewing and Analysis,"

DeVault Chapter 5 “Ethnicity and Expertise: Racial-Ethnic Knowledge in Sociological Research"

DeVault, Chapter 9 "Metaphors of Silence and Voice in Feminist Thought" (with Chrys Ingraham)

On BB, Patricia Hill Collins, "Black Feminist Epistemology"

Research Tasks
* Discussion of Methods and Objectives Due

* Longer Essay #1 Due

Week 5: OSU Women Studies Feminist Scholarship Readings: Choose one of the following books to read for the longer essay assignment:


Research Tasks
* Annotated Bibliography Due

* 1-2 page analysis of reading
Week 6: Interpretation and Authorship

Readings
DeVault, Chapter 6 “Novel Readings: The Social Organization of Interpretation,“
DeVault, Chapter 10 “Speaking Up Carefully: Authorship and Authority in Feminist Writing”
DeVault, Chapter 11 “From the Seminar Room: Practical Advice for Feminist Researchers”
On BB, Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

Readings
Research Tasks
* Review of the Literature Due
* 1-2 page analysis of reading

Week 7: Transforming Yourself and the World after Graduation

Readings Berger and Radelof, Section Three (Chapters 5 and 6) and the Appendix

Research Tasks
* Project Outline Due
* 1-2 page analysis of reading

Week 8: Feminist Scholarship

Readings: Choose one of the following books to read for the second longer essay assignment:
Research Tasks
* Longer Essay #2 Due

Week 9: OSU Women Studies Program Faculty Scholarship
Readings  Choose 2 academic research articles written by OSU Women Studies program faculty about which to write your short essay. At least one should be by a professor or teacher from the new School of Language, Culture and Society. This school includes Women Studies, Ethnic Studies, Anthropology, and Foreign Languages and Literatures. Especially explore Patti Sakurai, Norma Cardenas, Patti Watkins, Melissa Cheyney, Joan Gross, Nancy Rosenberg, Susana Rivera-Mills, Tara Williams, Stacy Smith, Marisa Chappell, Charlotte Headrick, Trischa Goodnow, Anita Helle, Lisa Ede, Laura Rice, Becky Warner, Dwayne Plaza, Aurora Sherman, Natchee Barndt, Quo-Li Driscoll, and Loren Chavarria to start!

Research Tasks
* 1-2 page analysis of reading

Week 10:
* Final Projects Due

EVALUATION OF STUDENT PERFORMANCE:

1. Seven Short Essays (30%) Students are responsible for completing all readings assignments for this course, and must write regular short (1-2 pages) analyses of each week’s readings. These essays should be more than summaries of the reading assignments, and should actively engage questions of research and methodology, especially in relation to your own projects when relevant. Reference the reading/s at least once in your response. Each week’s short essay should be an individual complete paper with an introduction and clear thesis that will be supported in the body of the essay, and a conclusion. Short essays should be submitted each week by Saturday at 5 pm to the assignment folders available on Blackboard.

3. Two Longer Essays (10% each) In weeks 5 and 8 students will explore a book length research project and write a 2-3 page essay addressing the following questions: How do/es the researcher/s incorporate feminist theory into their research? What research methods do/es she/they employ? What specific examples are used to illustrate the type of research used? Analyze the research project by comparing it to the readings in the texts. You should appropriately reference the chosen book at least 3 times and other readings at least 2 times. Don’t let these essays alarm you! This is designed for you to practice reading in a way that allows for the maximum understanding in the shortest amount of time. You should read the table of contents, the introductions, conclusions and titles/subtitles carefully and skim the
rest, allowing yourself to slow down at sections that interest you or strongly connect to the other material you are reading in the course. The instructor is glad to spend some time discussing other reading methods with you.

4. Seminar Portfolio and Project (50%) Each student will be responsible for preparing a complete portfolio and an independent project for this seminar. This project should be an activism project that you can complete within the term or a substantially complex proposal for a more lengthy project that could not be completed within the term. For instance, a student could create an anti-domestic violence campaign that seeks funding for the printing of stickers with local resources for those affected by domestic or intimate partner violence; these stickers could be stuck in restrooms and public places in a community. Or a student could plan and host a reading of a play like “The Vagina Monologues” by Eve Ensler or “Birth” by Karen Brody. This second example might involve an extended time frame in which the actual performance will not occur before the end of the term. As long as each step of the portfolio provides the academic context and preparation for the action and substantial work toward the eventual goal, it will suffice. You could also continue work on a project you began in a previous class as an activism project. Remember that this is your capstone course and represents the culmination of your course work and experience in women’s studies.

Your portfolio should include each of the following materials, to be submitted to the appropriate assignment folders on our Blackboard site:

* **Women's Studies Narrative** (Due Week 1) To help you develop and reflect on your project for this seminar, each student is asked to write a narrative about your experiences in and with women’s studies. Specific guidelines about this narrative are provided on the last page of this syllabus.

* **Project Topic Statement** (Due Week 2) In two to three paragraphs, describe your ideas for your project. At this stage, the project may be somewhat rough. However, try to get your ideas down, so that others may offer assistance and feedback. This initial proposal should address the following questions: What do you plan to do for your seminar project? What are the objectives behind this project? (Why are you doing it?) How will you carry out this project? What might the end “product” look like? What will it accomplish? (Who/what will this project serve or benefit?) What reservations or anxieties do you have, at this stage, about completing your project?

* **Project Proposal** (Due Week 3) This revised 2-3 page proposal should be clearer and more developed than your initial project topic statement. You should incorporate the feedback you have received. This proposal should clearly state the objectives for your project, building on the questions you addressed in your initial proposal.
* Discussion of Methods and Objectives (Due Week 4) In approximately two pages, describe your methodology for your project. How will your project be accomplished? What format will you employ, and why? In what ways will the form relate to the content of your project?

* Annotated Bibliography (Due Week 5) Each project should rely on at least six references. For this assignment, you should list the sources you plan to refer to in your project, followed by brief abstracts for each source (approximately 100-150 words each). Please make clear how each source contributes or relates to your project.

* Literature Review (Due Week 6) A literature review is an analysis of the scholarship reviewed to date. By this time, you should be able to summarize the arguments/evidence from at least some of the key scholarly sources you are drawing on for your project. You may have refocused your topic based on what you have read, as you find your research taking you in new directions. This literature review is an opportunity to reflect on and assess the information you have found. More than an annotated bibliography, which simply summarizes the theses of various resources, a literature review should engage those arguments and include your voice in the ongoing conversation about the topic. Your literature review offers a comprehensive look at the majors themes you find across your main sources. Each of your main points of the paper should have at least 2 or more sources referenced in support of that point. This review will show the importance of your topic, how others have researched it, and opens up a space for your project.

* Project Outline (Due Week 7) Your outline should be as specific as possible. Restate your research questions and your own arguments clearly and concisely in an abstract. Follow the abstract with an enumerated outline of the key topics which will be covered in your final paper and provide specific examples of the arguments, ideas, and issues which will support each general topic. Here, you should begin to link the literature to your outline where appropriate.

* Final Seminar Project Papers (Due Week 10) Your papers should be approximately 12-15 typed, double-spaced pages, including bibliography and any tables or appendices. This paper will incorporate your revised literature review and have substantial additional pages addressing your specific project (with abundant references to your academic research). This includes reflections on your project and its progress and evaluations of the parts completed

GRADING
Seven Short Essays 30%
Two Longer Essays 20%
Seminar Portfolio and Project 50%
Grading scale
Each assignment will be evaluated as follows.

6 Exemplary. Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions (this is a high A).

5 Strong. Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and learning strategies (low A or high B).

4 Proficient. Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and strategies and reflects considerable care and commitment (low to mid B).

3 Developing. Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths, but tends to have more weaknesses overall (C-range).

2 Beginning. Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance (D-range).

1 Exploring. Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors (F - not passing).

As your senior seminar/capstone class, you should be scoring 4-6 on all your assignments.
A 95% B 86% C 76% D 66%  A- 92% B- 82% C- 72% D- 62%  B+ 90% C+ 80% D+ 70% F below 62%

Incompletes will be given only under extreme circumstances such as a family or medical emergency (usually only for a death in the family, major illness or injury, or birth of your child) and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away. A request for an Incomplete should be made to the instructor as soon as possible following the circumstances necessitating the request. Incompletes are neither automatic nor guaranteed.

Late work is not accepted except under extreme circumstances such as a family or medical emergency (usually only for a death in the family, major illness or injury, or birth of your child). Contact the instructor immediately in such cases.
WOMEN STUDIES NARRATIVE: Reflecting on Your Experiences in/with Women Studies

The following are general, sometimes overlapping questions related to your experiences in/with women studies. Please reflect on each of these questions, considering the impact of your experiences and social identities. How might who you are shape what your life has been like in women studies? In reflecting upon your experiences in women studies, think about the project that you would like to do for this seminar. How might this project build upon previous work you have completed in women studies? How might this project attempt to address an absence or erasure in previous women studies classes?

1. What has been your experience in women studies? What made you decide to choose a major in women studies? Are you happy with that decision? (Explain.) How might your life be different now if you had selected a different major?

2. What courses have you taken in women studies? (If you cannot remember all the courses you have taken, you should access your academic transcripts through the registrar's office.) How were these courses structured? What were the objectives for these courses? What was most important about any or all of these courses for you? What was particularly inspiring for you in any or all of these courses? What was problematic about any or all of these courses for you? What was missing in these courses, or from these courses as a whole? Have you found feminist role models and/or mentors? Have you found a community of colleagues and/or friends in women studies?

3. Because a great deal of learning, including intellectual and personal experience, occurs outside of the classroom, reflect also on your experiences apart from your classes. Did/Do you feel a sense of community in women studies and/or various feminist organizations or movements? Has your degree in women studies significantly affected your life beyond the university? (e.g., your relationships, your worldview, your activism, your daily interactions and experiences, etc.).

4. What have you learned or gained from your degree in women studies? What do you hope to take away with you after your graduation from OSU? What do you hope to accomplish with your women studies degree? What are your goals for after graduation? How do these goals relate to your degree in women studies?

5. Finally, what do you hope to gain from this seminar? What are your expectations and hopes for this class? What are your anxieties or fears? How might you best achieve your goals for this class?

Adapted from Dr. Patti Duncan
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.