

**Course Tag Reflection Exemplar**  
**Ethics, Integrity, and Commitment to Diversity and Inclusion**

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**WGS 301: Feminist Theories**

**Identify the course learning objectives in the syllabus that are clearly aligned to Ethics, Integrity, and Commitment to Diversity & Inclusion and respective assignment(s).**

- a) Practicing interdisciplinary multiracial, intersectional, and transnational feminist theories and methods to investigate how gender relations are embedded in and shaped by diverse social, political, material, and cultural realities.
- b) Interpreting and analyzing issues of power, oppression, and injustice and social, economic, and epistemic violence.
- c) Identifying histories and contemporary forms of feminist agency and resistance, social movements, and collective action.
- d) Integrating feminist theory and practice to challenge social relations, representations, knowledges, institutions, and policies.
- e) Recognizing the conditions of emergence of feminist theories and methods and the ways that they foreground social justice, accountability, and inclusive education.

**Explain the connection between specific assignment(s) and Ethics, Integrity, and Commitment to Diversity & Inclusion. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

This course has four writing assignments, which range between 2 and 8 pages in length. These are:

- 1) Critical Response Paper (10%),
- 2) Critical Thinking Paper (20%),
- 3) In-Class & At-Home Assignments (15%).

These assignments are based on 2-4 weeks of reading, discussion, and other comprehension activities. In each assignment, students respond to a prompt in which they are asked to (a) examine concrete differences between feminist theories and social movements, (b) theoretical and practical implications of sexist oppression and its interlocking with other axes of marginalization, advocacy on behalf of historically marginalized groups, and geopolitical location and position as it shapes feminist knowledge and social change. Together, these assignments are worth 45% of the grade overall.

- 4) Open Book Final Exam (25%).

This assignment requires students to write three short essays, 250-300 words each, in which they answer three separate questions, integrating their knowledge about

social (in)justice and its relation to antiracist feminist inquiries, institutions, and activisms. This assignment is worth 25% of the grade overall. When combined, written assignments represent 70% of the students' total grade.

**Describe in detail the instructional strategies faculty use to intentionally teach Ethics, Integrity, and Commitment to Diversity & Inclusion in the course.**

Teaching style combines the following:

1. Student-centered approach to knowledge acquisition, where multimedia resources (such as Prezi presentations, video clips, screenings) provide a guided learning context about key frameworks, concepts, and questions.
2. Directed group discussion and group responses (in groups of 3-4 students), on specific themes. Each group selects a spokesperson to report back to the class. At times, groups must upload written responses to blackboard.
3. Close reading and ethnographic techniques for institutional, policy, literary, and cultural analysis.
4. Visualization techniques where students recognize, examine, and learn with the standpoints of marginal subjectivities and experiences. Visualization refers to mapping or charting one's social position in relation to structures of power and how they bear on multiple identities, positions, and subjectivities.
5. Guest speakers (in person and via Zoom).

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity & Inclusion.**

Faculty provides formative written and verbal feedback. To support the students' competency on Ethics, Integrity, and Commitment to Diversity & Inclusion, faculty emphasizes the following with feedback:

1. Notes on logical structure, quality of evidence provided, and overall comprehension.
2. Notes on writing mechanics, cohesion, coherence, citation practice, and references.
3. Lengthy summary comments at the end of the essay, both written and audio recording for accessibility purposes.
4. Grading rubric explaining how the assignment fulfills the course's goals listed above at the top of this form (a, b, c, d, e).

As verbal feedback, faculty creates learning contexts where students participate in peer-review of their group projects. Faculty facilitates this assignment and provide verbal feedback on how the groups responses meet the course's goals (a, b, c, d, and e above). This assignment counts for 5% of the students' overall grade.