

Course Tag Reflection Exemplar
Civic and Global Responsibility

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WGS 301: Feminist Theories

Identify the course learning objectives in the syllabus that are clearly aligned to Civic & Global Responsibility 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.

Explain the connection between specific assignment(s) and Civic & Global Responsibility. 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 activism. 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 Civic & Global Responsibility in the course.

Faculty's 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, insights, arguments, concepts, questions, artifacts, and creative works.
2. Directed group discussion and collaborative 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 and other interactive and collaborative asynchronous platforms (such as jam board on the g-suite). Directed groups are especially well-suited for multimedia analysis.
3. Close reading, ethnographic techniques, and cultural critiques as they provide sites of individual and collaborative reflection and synthesis on local and global issues.
4. Visualization techniques where students collaboratively examine and learn with the standpoints of marginal subjectivities and experiences. Visualization refers to mapping or charting social positions according to the recognition and decipherment of various arguments and counterarguments about structures of power and how they bear on contemporary issues of feminist importance as well as local and global relevance.
5. Guest speakers (in person and via Zoom).

Describe the feedback tool(s) faculty use to support students' competency development on Civic & Global Responsibility.

Faculty provides formative written and verbal feedback. To support the students' competency on Civic and Global Responsibility. Faculty the following with their feedback:

1. Notes on logical structure, quality of evidence provided, strength of argumentation, and overall comprehension.
2. Notes on writing mechanics, cohesion, coherence, citation practice, and references, strength of argumentation, and competence to consider evidence and interpretation based on analysis of global and local issues,
3. Lengthy summary comments at the end of the essay or group responses/presentations, 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 above).

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