



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

**PJ DiPietro, Ph.D.**  
**WGS 311: Decolonial Feminism**

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

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.

Interpreting and analyzing issues of power, oppression, and injustice and social, economic, and epistemic violence.

Integrating feminist theory and practice to challenge social relations, representations, knowledges, institutions, and policies.

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 3 and 8 pages in length. One of them also includes the production of two podcast segments of 4 minutes each. These five assignments are:

1. Motivating Questions (5%)
2. Critical Thinking Paper (20%)
3. Decolonial Feminisms Glossary (20%)
4. Final Research Team Project/Podcast (25%)

These assignments are based on weeks of reading, discussion, and other comprehension activities. Assignment #1 responds to weekly readings. Assignments #2 and #3 engage readings and comprehension activities spanning over 2 – 4 weeks. Assignment # 4 is based on the various comprehension activities that the class undertakes during the semester. For assignments #2 and #3, students respond to a prompt in which they are asked to (a) examine concrete differences between feminist social movements and antiracist feminist standpoints,

(b) reflect on theoretical and practical implications of centering the human/nonhuman distinction within feminist agency, and (c) expand the geopolitical situation from within which we shape feminist knowledge and social change. The glossary also asks students to (a) situate an assigned concept within feminist theory and decolonial thinking, and (b) describe the use of the concept by key theorists/activists.

Together, assignments #1, #2, and #3 are worth 45% of the grade overall. In assignment # 4, students reflect on decolonial feminism and its most significant contributions to feminist praxis in everyday life. They choose a theme (erotic subjectivity, western translation, intersectionality, or remedies to gender-based violence), formulate a question about it, research possible answers, and collaboratively provide an answer. This assignment also includes the production of two segments, four minutes each, for an imagined decolonial feminism podcast. This assignment is worth 25% of the grade overall. When combined, these four 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 discussions, group responses, and collaborative research on specific themes (in groups of 3-4 students). Each group selects a spokesperson to report back to the class. At times, groups must upload written responses to blackboard. Groups follow feminist modes of inquiry and collaboration to generate both the decolonial feminist glossary and the final research project/podcast.
3. Close reading, archival interpretation, philosophical reflection, and ethnographic techniques. They are interwoven into institutional, policy, literary, and intercultural 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 written assignments, both in written and audio recording formats 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).
5. Grading rubric that includes assessment of feminist modes of inquiry and collaboration.