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## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4574  
Course Title Senior Capstone in Feminist Research  
Transcript Abbreviation SenCapstone +1CH  
Course Description This one-credit research laboratory offers students a hands-on environment to develop feminist research and provides step-by-step guidance on developing a project of their choice. This course is an optional course for WGSS majors to engage an intensive research experience to amplify 4575.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Workshop  
Grade Roster Component Workshop  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites Students enrolled in WGSS 4576 must have already taken WGSS 3575 and be simultaneously enrolled in WGSS 4575.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- This course guides students step-by-step through the process of developing a research topic, discerning the appropriate methods, and finalizing a project of their choice
- The central pedagogical work of the course is feminist research design and completion of a research project. This builds on the final assignment of WGSS 3575, where students design a research project.
- The final product will be a research paper, with possible submission to a feminist undergraduate journal and/or a writing sample for graduate applications
- Students will offer written feedback on peer drafts prior to class according to schedule. Students will convene in small groups to workshop ideas, proposals, research methods, and research findings according to schedule.

### **Content Topic List**

- Feminist Research Methodology
- Collaborative Praxis
- Feminist Inquiry
- Epistemology, Methodology, and Method
- Feminist Empiricism

### **Sought Concurrence**

No

## Attachments

- WGSS Curriculum Map as of 2024.8.21.24.pdf: Updated Curriculum Map  
*(Other Supporting Documentation. Owner: Alkhalifa, Ali M)*
- WGSS 4574 Syllabus 8.23.24.AA.pdf: WGSS 4574 Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali M)*

## Comments

- New 1 Credit Hour Research Intensive Workshop addition to WGSST 4575 - Senior Capstone for students looking for guided & collaborative research experience *(by Alkhalifa, Ali M on 08/23/2024 03:17 PM)*

**COURSE REQUEST**  
4574 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/12/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali M	08/23/2024 03:17 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	08/24/2024 01:55 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2024 09:32 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/12/2024 09:32 AM	ASCCAO Approval

**Instructor(s)**

Email:

Office Hours:

Office Location:

**SENIOR CAPSTONE WORKSHOP IN FEMINIST RESEARCH**

Women's, Gender and Sexuality Studies 4574

(LAB one-credit-hour)

Meeting day/time

Meeting location

**Course Description**

This one-credit course builds on two other core courses of the WGSS major: WGSS 3575, "Feminist Methods," and WGSS 4575, "Capstone Seminar." Students enrolled in WGSS 4574 must have already taken WGSS 3575 and be simultaneously enrolled in WGSS 4575. WGSS 4574 is an optional course for WGSS majors to engage an intensive research experience to amplify and extend the WGSS Capstone Seminar (4575).

This one-credit research laboratory builds on the methodological work of WGSS 3575 and the theoretical and historical work of 4575 to offer students a hands-on environment to develop feminist research. This course guides students step-by-step through the process of developing a research topic, discerning the appropriate methods, and finalizing a project of their choice. Consequently, the majority of the content of the course is generated organically in the student-driven laboratory.

The central pedagogical work of the course is feminist research design and completion of a research project. This builds on the final assignment of WGSS 3575, where students design a research project. Students will re-engage that final assignment and be encouraged to think expansively, creatively, critically, and collaboratively about their research projects. The intensive environment allows each student to pursue the kind of project best suited to her/his/their interests and professional development. The final product will be a research paper, with possible submission to a feminist undergraduate journal and/or a writing sample for graduate applications.

The small size of the research laboratory enables intensive peer-workshopping of all projects across the course. This critical exchange of ideas, methods, and content will build a rich communal approach to feminist research. The course concludes with a public exposition of all projects.

Both WGSS 4575 and 4574 will be co-taught by two WGSS core faculty. This enables students in 4574 to receive intensive mentorship from two WGSS core faculty in addition to the critical, collaborative peer-workshopping.

## Course Guidelines and Policies

**Course Access & Accommodation: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

**Academic Misconduct and Plagiarism: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).**

**Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs**

and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

*Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.*

*Sexual Misconduct/Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).*

*Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.*

## **Course Structure**

### **Course Materials**

All assigned reading materials and assignment details made available on OSU [CarmenCanvas](#) on our course site.

### **Course Assignments and Requirements**

- 1) Weekly attendance, peer workshoping and feedback (30%)

Both written and oral peer feedback is central to this research laboratory.

- a. Students will offer written feedback on peer drafts prior to class according to schedule.
- b. Students will convene in small groups to workshop ideas, proposals, research methods, and research findings according to schedule. Workshoping includes careful listening, collaborative trouble-shooting, idea generating, and generous critique.

Regular attendance is a requirement for this class. Up to two absences are allowed for any reason during the semester without penalty. Missing class more than 20% of the semester (three class meetings for a course that meets once a week) may result in an E grade for the course. Illness, family obligations, personal issues, and other conflicts may occur over the semester. Please be in contact as soon as possible if you are struggling with the course material, workload, or attendance. Accommodations are often possible. Your success in this class is a priority.

- 2) 300-word project prospectus (20%)  
Develop a thorough outline of the topic and method of the final project. This should include a proposed timeline for research that enumerates each stage of Development.
- 3) Annotated bibliography with at least five substantial new sources (15%)  
Annotations should be at least 100 words/each.
- 4) Final project (35%)
  1. First 500 words (5%)
  2. Second 500 words (5%)
  3. First draft (10%)
  4. Final draft (15%)The final essay will be 2000-2750 words (excluding bibliography).

## Grading Scale

A+ = 98-100	A = 93-97	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	E = 62 and below

## Credit hours and work expectations

This is a **1-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

## Course Schedule

### Week 1: Introduction

Thursday, January 9, 2025

1. Introductions/ course overview
2. Peer brainstorm "Dream Your Future Project!"
3. Explain prospectus assignment and provide examples

### Week 2: Feminist Research

Thursday, January 16, 2025

1. Discuss Sharlene Nagy Hesse-Biber, "Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology, Methodology, and Method" in *Feminist Research: Theory and Praxis* (2012), pp. 2-25.
2. In-class writing exercise: draft first paragraph of prospectus introducing project topic

### Week 3: Prospectus

Thursday, January 23, 2025

1. Due: project prospectus
2. Peer workshop: project prospectus
3. Explain timeline of proposed research and importance of realistic deadlines

### Week 4: Theory, Empiricism, and Orders of Knowledge

Thursday, January 30, 2025

1. Discuss Catherine Hundleby, "Feminist Empiricism" in *Feminist Research: Theory and Praxis* (2012), pp. 28-44.
2. Due: timeline of proposed research (with deadlines for each stage)
3. Peer workshop: timeline of proposed research
4. Explain annotated bibliography

### Week 5: Theory, Empiricism, and Orders of Knowledge

Thursday, February 6, 2025

1. Discuss Susanne Gannon & Bronwyn Davies, "Postmodern, Post-Structural, and Critical Theories" in *Feminist Research: Theory and Praxis* (2012), pp. 65-91.



2. In-class work on annotated bibliography

### **Week 6: Annotated Bibliography**

*Thursday, February 13, 2025*

1. Due: annotated bibliography
2. Peer workshop: annotated bibliography

### **Week 7: Interdisciplinary & Creative Methods**

*Thursday, February 20, 2025*

1. In-class work on research processes and methods

### **Week 8: Interdisciplinary & Creative Methods**

*Thursday, February 27, 2025*

1. Due: first 500 words of final project first draft
2. Peer workshop: first 500 words of first draft
3. Further discussion of research processes and updates on research findings

### **Week 9: Final Project First Draft**

*Thursday, March 6, 2025*

1. Due: next 500 words of final project first draft
2. Peer workshop: initial portions of first draft
3. Further discussion of first full draft

### **Week 10: Spring Break**

*Thursday, March 13, 2025*

No meeting

### **Week 11: Final Project First Draft**

*Thursday, March 20, 2025*

1. Due: first full draft of project (circulate to all students)
2. In-class work focusing on types of projects based on student examples

### **Week 12: Peer Workshop First Draft**

*Thursday, March 27, 2025*

Peer feedback sessions on first full draft

### **Week 13: Draft Revision**

*Thursday, April 3, 2025*

1. In-class work focusing on types of projects based on student examples
2. Due: revised portion 1 of first draft
3. Peer workshop: revised portion 1 of first draft

### **Week 14: Draft Revision**

*Thursday, April 10, 2025*

1. In-class work focusing on types of projects based on student examples
2. Due: revised portion 2 of first draft
3. Peer workshop: revised portion 2 of first draft

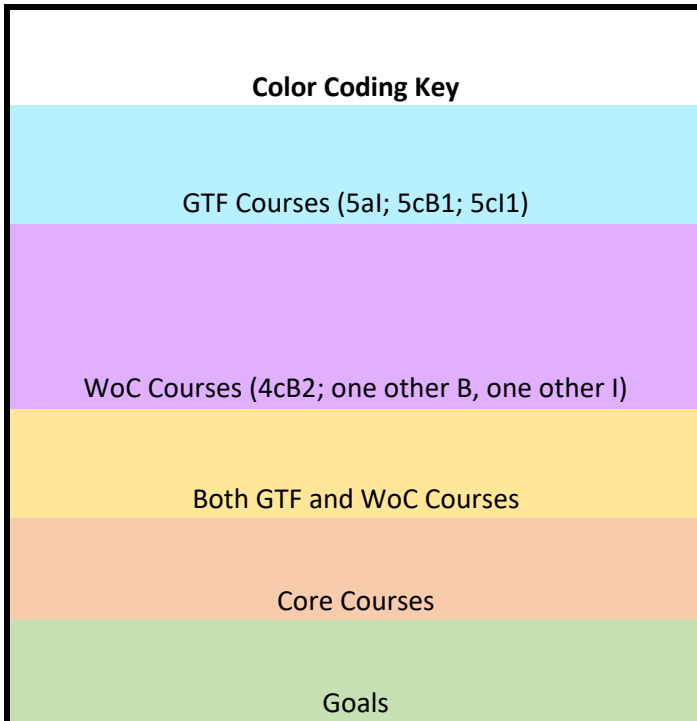
### **Week 15:**

*Thursday, April 17, 2025*

1. Due: final full draft of project
2. In-class discussion

# WGSST Full Curric

Goals & Outcomes







# Curriculum Map



## Courses & Proficiencies

	1110	2215	2230	2260	2282
<b>Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.</b>					
a. Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc. (B2, I2, A2, S)	B1, B2, I1, I2	B1, B2, I1	B2, I1, I2	B1, B2, I1, I2, A1	B1, B2, I1, I2
b. Evaluate counter-narratives that challenge dominant assumptions. (B, I2, A)	B, I1	B, I1	B, I1	B, I2	B, I1, I2
c. Analyze texts. (B2, I, A4, S)	B1, B2, A3	B1, B2	B2, I	B1, B2	B1, B2, I
d. Articulate clear and cohesive thoughts through writing. (B, I, A)	B	B	B, I		B
<b>Goal 2. The successful student will be able to work and learn compassionately and collaboratively.</b>					
a. Collaborate with people across difference. (B, I, A)	B, I, A	B	B	B, I, A	B, I
b. Engage with texts in an open and critical manner. (B, I, A)	B, I	B	B	B, I	B, I
c. Interact productively and openly across difference. (B, I3, A)	B, I1, I2, I3	B	B	B, I1, I2, I3	B, I1, I2, I3, A

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements.**

a. Evaluate the multiple forms of feminist thought as derived from different feminist social movements. (B, I2, A)	B, I2			B, I1	B, I1, I2
b. Evaluate the relationships between feminist theory and praxis. (B, I, A)	B, A	B	B	B, I	B, I
c. Differentiate various disciplinary methodologies and interdisciplinary connections. (B, I, A)				B	B
d. Evaluate the critical role of creativity in feminist theory and praxis. (B, A, S)	B, A	B	B	B	B, A

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.**

a. Articulate how lived experiences and material realities of marginalized people have shaped knowledge production. (B5, I, A, S)	B1, B2, B3, B4, B5	B1, B2	B1, B2	B1, B2, B3, I	B1, B2, I
b. Articulate how categories of social difference, including, but not limited to, gender and sexuality, are created and upheld by differentials of power. (B2, I2, A3, S2)	B1, B2, I1, I2			B1, B2, I1, I2, A1	B1, I1, I2, A1, A2
c. Interrogate the category “women of color.”(B3, I3, A, S)	B1, B2, B3, I1, I2, I3, A		B1, B2, B3		B2

**Goal 5. The successful student will be able to understand the interconnections between the local and the global.**

a. Critique phenomena as expressions of the global and the local. (B, I, S2)	B, I		B	B, I	
b. Enact everyday practices with awareness of local/global interconnections. (B, I, S)	B, I		B	B, I	
c. Locate feminisms geographically and historically. (B2, I2, A)	B1, B2 I1, I2	B1, B2	B1		

**Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.**

a. Engage feminist ways of thinking and acting. (B, I2, A)	B, I1, A	B	B	B, I1, I2	B, I2
b. Realize one's power to participate in feminist social change. (B2, I, A, S)	B1, B2, A	B1, B2	B1, B2	B1, B2	B1, B2, I, A



2305	2306	2317	2325	2326S	2327	2350	2367.01
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**Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.**

B1	B1, B2	B2, I1, I2	B1, B2, I1, I2, A1, A2, S	B1, B2, I2	I1	A2	B1, B2, I
	B	B, I1	B, S		B, I1	I2	B
B2		B2, I	B2, I, A1		B2	A3	B1, B2, I, A
B, I	B, I	B	B	B	B	I	B, I

**Goal 2. The successful student will be able to work and learn compassionately and collaboratively.**

			B, I, A	B, I, A		I	B, I, A
	B	B	B			I	B, I
	B, I1	B	B, I1, I2, I3, A	B, I1		I2	B, I1

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements**

			B, I1			I2	B
	B		B	B	B	I	B
						I	
	B	B			B	A	B, A, S

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power**

	B1, B2, B3, B4, B5	B1	B1, B2	B1, B2	B1, B2, B3, B4, B5	I	B1, B2, B3, B4, B5
	B2		B1, B2, I1, I2, S	I1	B1	I2	B1, B2, I1, I2, A1
	B1, B3	B1, B2, B3	B2, B3, I1, I2			I3	B1, B2, B3, I2

**Goal 5. The successful student will be able to understand the interconnections between the local and the global.**

B, I, A			I, S			B	
B, I, A		B				B	
B1, B2, I1, A	B1, B2					I1	B1, B2

**Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.**

	B	B		B		I	B, I1, I2, A
	B1, B2	B1, B2	B1, B2, I	B1, B2		B2	B1, B2, I, A

2367.02	2367.03	2367.04	2550	2750	3100	3101
<b>Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.</b>						
B1, B2, I1, I2, A1, A2, S	B2	B, I1, I2, A1, A2, S	B1, B2, I1, I2, A1	A1, A2	B2, I1, A1	I
B, I1, I2, A	B2	B, I1	B, I1, I2	B, I2, A	B, I1, I2	I2
B1, B2, I, A1, A2, A3, A4	B1	B2, I, A1, A4, S	B2, I, A1, A3	B1, B2		I
B, I, A	B	B, A	B, I	B		B
<b>Goal 2. The successful student will be able to work and learn compassionately and collaboratively.</b>						
B, A		B, I, A	I	A		I
B, A	B	B, I	B, I, A	B, I, A		B, I
B, I1, I3, A		B, I3, A	B, I3	I1, I2, I3		I2

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements.**

I1, I2		I1, A	B, I1, I2, A	I2	B, I1, I2	I2
I, A		I, A	I, A			I
B, I	B					I
B, A, S		B, A	B, A			A

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.**

B1, B2, B3, I, S	B1	B1, B2, B5, I	B2, B3, B4, B5, I, A	B1, B2, S		B2, I
B1, B2, I1, A1, A2, S	B1	B1, B2, I1, I2, A1, A3	B1, B2, I1, I2, A1, A2, A3	B1, B2, S		I1
B1, B2, B3, I1, I2, I3, A	B1		B1, B2, B3, I1, I2, I3, A	B2, B3		

<b>Goal 5. The successful student will be able to understand the interconnections between the local and the global.</b>						
B, S		B	B, I	B, 1, S1	B, I, A	B, I
				B, I	B, I, A	B, I, A
B2, I1, A		B1, B2, I1	B1, B2, I1, I2, A	B2, I2	B1, I1, A	B1, I1
<b>Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.</b>						
B, I1, I2, A		B, I1, A	B, I2, A	I1		B1
B1, B2, I, S		B1, B2	B1, B2, I	B1, A		B1

3200	3280	3301.01S	3302	3370	3575	4189.01S
<b>Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.</b>						
	B1, B2, I1, I2, A1, A2	I1, I2, A2, S	B1, B2, I1, I2, A1, A2, S	I1	B2, I1, A2	B2, I2, S
	B, I1, I2	B	B, I1, I2, A		I1, I2, A	A
B2	B2. A1, A3	B1	B1, B2, A1, A3	I	B2, I, A1, A2, A3, A4, S	A1
B, I	B	B	B, I, A	B	B, I	B
<b>Goal 2. The successful student will be able to work and learn compassionately and collaboratively.</b>						
	B, I, A	B, I, A	B, I, A		I, A	A
	B, I, A	<b>B, 1</b>	<b>B, 1</b>	B	I	
	B, I1, I3, A	B, I1, I2, I3, A	B, I3		I2, I3	I2, A

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements.**

	B, I1		B, I1		A	I2
A	B	B	B, I		I, A	I, A
I	B			B	B, I, A	
	B, A, S				A	

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.**

	B1, B2, B3, B4, B5, I		B1, B2, I	I	B5	
	B1, B2, I1, I2, A1, A2, S		B1, B2, I1, I2, A3	B1	I2, A2, A3	I1, S
	B1, B3, A		B2		B3, I3, A	B1, B2, B3, I1, I2, A



<b>Goal 5. The successful student will be able to understand the interconnections between the local and the global.</b>						
	B, I		B, I, S1, S2			B, I
			B, I			
	B1, B2, I1, I2, A		B1, B2, I2		B1, B2, I1	B1, B2, I2
<b>Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.</b>						
	B, I1, I2, A		B, I1, A		B, I2, A	A
A, S	B1, B2, I, A		B1, I	I	B2, I, A	A, S

4401	4402	4403	4404	4405	4465
<b>Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal," by</b>					
A2, S	B1, B2, I1, I2, A1, A2		B2, I1, I2, A1, A2	B1, B2, I1, I2, A1, A2	
	B, I1, I2		B, I1, I2, A	B, I1, I2, A	
A1, A2, A3, A4	B1, B2, A1, A2, A3, S	A1, A4, S		B1, B2, I, A1, A3, S	A1
	B	B		B, I	B
<b>Goal 2. The successful student will be able to work and learn compassionately and</b>					
I, A	B, I, A			B, I, A	
	B, I1, I2, A	A		B, I	A
	B, I2, I3, A			B, I1, I2, I3, A	

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and**

	B, 12, A				
	B, I			B	
B		I		B, I	
	B, A, S			B, A, S	

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and**

**Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of**

	B2, B5, I, S			B1, B2, B3, B4, B5, I	
	B1, I1, I2, A1, A3	S	B1, I1, A1	B1, B2, I1, I2, A1, A2, A3, S	
B1, B2, B3, I1, I2, I3, A, S	B2, B3, I1, A, S			B1, B2, B3, I2, A	

Goal 5. The successful student will be able to understand the interconnections between the local and the global					
			B, I, S1	B, I	
I			B, I		
I1, I2	B2		B1, B2, I1, I2, A	B2, I2	
Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and					
I2	B, I1, I2, A			B, I1, A	
	B1, I	I		B1, B2, I, A	

4513	4520	4524	4525	4527.01	4527.02	4560
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**Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.**

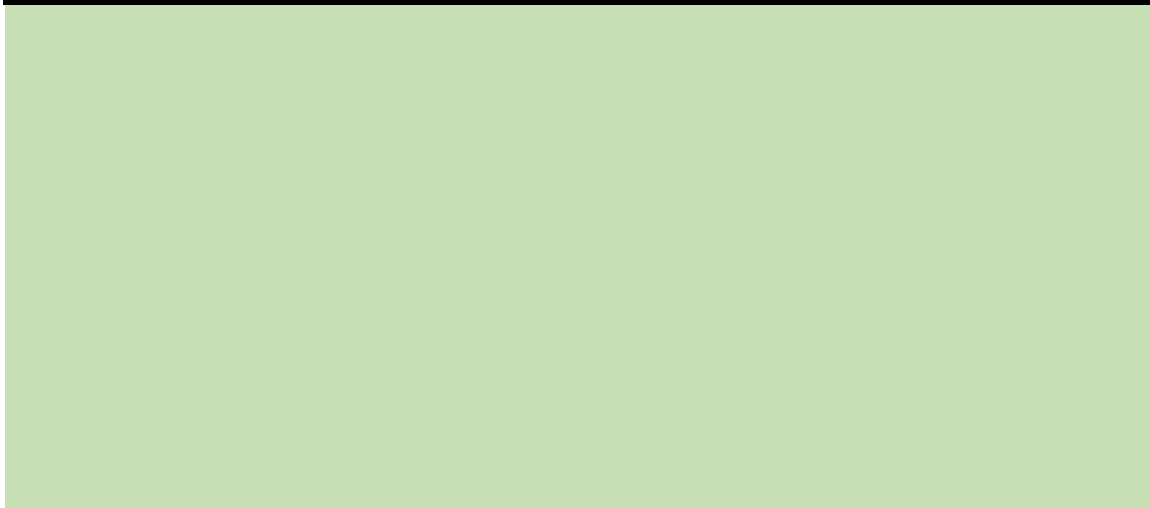
	B1, B2, I1, I2, A1, A2, S					B1, B2, I1, I2, A2
	B, I1, I2, A					B, I1, A
	B1, B2, I, A1, A2, A3, A4, S		I, A1, S	B2, A4	B2, A4	B2, I
	B		B	B, I	B, I	B, I, A

**Goal 2. The successful student will be able to work and learn compassionately and collaboratively.**

	B, I, A	I, A		A	A	B, I, A
	B, I, A			B	B	B
	B, I1, I2, I3, A	A				B, I1, A

**Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements.**

	B, I1, I2, A					B, I1, A
	B, I, A					B, I, A
	B, I, A					
	B, A, S					B, A



	B1, B2, B3, B4, B5, I, A, S			B1, B5		B1, B2, B3, B5, I
	B1, B2, I1, I2, A1, A3, S1	S	I1, A3, S			B2, I, S
	B1, B2, I1, I2, I3, A			B1, A		B1, B2, I1

<b>Goal 5. The successful student will be able to understand the interconnections between the local and the global.</b>						
	B, I, S2					B
	B, I, S		B, I			
	B1, B2, I1, I2, A	I2				B1
<b>Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.</b>						
	B, I1, I2, A					B, I1, A
	B1, B2, I, A, S	S				B1, B2, I, A, S

4574	4575	4597	4921	5450
<b>Goal 1. The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.</b>				
I2, A1, A2	I2, A1, A2	A1	B1, B2, I1, I2, A1, A2, S	B1, B2, I1, I2, A2, S
A	A		B, I1, I2, A	B, I1, I2, A
B2, A1, A2, A3, A4, S	B2, A1, A2, A3, A4, S	A1	B1, B2, I, A1, S	B1, B2, I, A1, A3, A4, S
B, A	B, A	B	B	B, I
<b>Goal 2. The successful student will be able to work and learn compassionately and collaboratively.</b>				
I, A	I, A		B, I, A	B, I
B, A	B, A	A	B, I, A	B, I, A
I1, A	I1, A		B, I1, I3, A	B, I2, I3, A



<b>Goal 3. The successful student will be able to understand “feminisms” as interdisciplinary, theoretical and social movements</b>				
A	A		B, I1, I2, A	B, I1, A
A	A		B, I, A	B
B, I, A	B, I, A	I	B, I	B
			B, A, S	B
<b>Goal 4. The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of</b>				
		A	B1, B2, B3, B4, B5, I, A, S	B1, B2, B3, B4, B5, I
A3	A3	B1	B1, B2, I1, I2, A1, A2, A3, S1, S2	B1, B2, I1, A1, S
			B1, B2, I1, I2, I3, A	B1, B2, I1, I2

<b>Goal 5. The successful student will be able to understand the interconnections between the local and the global.</b>				
		S1	B, I, S2	B, I, S
			B, I, S	B
B2	B2		B, I1, I2, A	B1, B2, I1, A
<b>Goal 6. The successful student will be able to recognize, analyze and critique their position and identity in society, thereby seeing themselves and acting creatively as feminist agents of social change, personally and politically.</b>				
I1, A	I1, A		B, I1, I2, A	B, I2, A
A	A		B1, B2, I, A, S	B1, B2, I