SYLLABUS
Tues./Thurs. 12-1:50/Cramer 328

Professor: Dr. Jamie P. Ross
Office: XSB 221
E-mail: rossj@pdx.edu
(please do not email me on D2L)

Office Hours: Tues. 11-11:45/Wed. 2-3 (drop-in)
(otherwise times by appt.)

WIC Assistant: ddschlegel@mac.com
Office hours: by appointment

Texts:

-Readings: on D2L

Writing Intensive Class Policies:
This course is designated as a “writing intensive” course, which means that it fulfills part of the writing requirement at PSU. The course has one graduate student Writing Assistant to serve as a resource for your writing in the course. She is a graduate student who is preparing to be a writing teacher, and she can be an incredible resource to you. Indeed, you will be REQUIRED to meet with her in one or more writing consultation sessions to discuss and improve your writing in your papers for this class.

Women's Resource Center: A great resource space is the WRC, located in the basement of the Montgomery Building. www.wrc.pdx.edu (503)725-5672

Queer Resource Center: check out the resources available at the QRC, fourth floor of Smith Memorial Student Union. www.qrc.pdx.edu (503) 725.9742

Course Description:
This is an advanced theory and methods course that explores the interpretive frameworks and research strategies utilized in contemporary feminist scholarship. Drawing on examples from more than one discipline, students will be introduced to a range of theoretical and methodological approaches, while learning to identify the choices that scholars make in carrying out their work. Issues under debate within feminist scholarship as well as the differences between feminist scholars and those working from other frameworks will be examined.
What questions do feminist theorists ask as they begin to explore an issue? How do they gather evidence to build their theoretical analyses of issues? How do such analyses lead to or contribute to activism? This course will introduce you to feminist praxis, i.e., how theory informs practice. We will examine three areas of research and the strategies used in these arenas of contemporary feminist scholarship. Our focus this term will be on three issues:

1. Women and Global Money
2. Feminist Intersections in Science
3. Gender Justice and Global Climate Change

In addition to gaining an understanding of the feminist approaches to these issues, we will also touch upon the differences among feminist scholars and those working from other frameworks.

**Course Objectives**

By the end of the course you should be able to:

- Define key features of feminist analyses [knowledge]
- Explain how feminist theories inform your approach to research [comprehension]
- Employ feminist questions to prepare an analysis of an issue [application]
- Critique different issues employing a feminist lens of analysis [analysis]
- Write a formal analysis of an issue using critical writing skills [synthesis]
- Evaluate your abilities to engage in feminist analysis [evaluation]

**Course Requirements:**

1. Reading is due on the day indicated on the syllabus. All reading is required.
2. Preparation for class, attendance at class and participation in class discussions are also required and will play a role in the grade evaluation for the class. Attendance is taken. **More than two absences will lower you final grade by a whole point.** More absences will lower the grade further. You may make up two absences by going to an approved event listed on D2L under “Events” or with prior approval. Also see the link on D2L “Absence Make Up Guidelines.”
3. **Daily Questions:** When you do your reading, you should list at least 2 questions from the reading. If this goes well we will stick with it. If not, I will propose reading prompts at the beginning of each class.
4. **Papers:** There will be three papers (4-5 pages). Either paper # 1 or paper #2 must be rewritten after meeting with writing assistant. The other paper may be rewritten if it was submitted on time. You may meet with the writing assistant before your papers are due.
5. Put your name, my name, the course number and the question that you are answering in your paper at the top of page.
6. Late assignments will receive a lowered grade and may not be rewritten.
7. On-time papers may be rewritten (except paper #3) in an effort to receive a better grade, but they must be substantively improved for any grade change not just grammar/citation changes.
8. Paper #1 will combine responses to the issues raised in class with personal reflection. (25%)
9. Paper #2 will be a critical response to the readings. (35%)
10. Paper #3 will be both a critical response and a personal reflection. It must combine both your research with some theoretical perspective and personal voice with theoretical concerns. (40%)
11. Assignments will be distributed throughout the term in a timely manner and in detailed form. If you have any questions regarding the assignments it is your responsibility to meet with me and/or your classmates to clarify your questions.
12. All written assignments are to be typed, double-spaced with one-inch margins.
13. And 12-point font using APA, MLA or Chicago style citation form.
14. Grading Criteria for formal assignments are divided into three main categories: insight and creativity; how well you express yourself in your efforts to interpret the reading material; the mechanics of the paper, i.e., form, flow, spelling, grammar, organization.
15. You will also receive a scoring guide that will give you a very good idea of how the quality of your work relates directly to grades.
16. Disability Notice: If you have a disability and are in need of academic accommodations, please notify me immediately to make arrangements. For information on available disability services, see: http://www.pdx.edu/iasc/drc.html PSU students requesting accommodations must provide documentation of the disability and work with the Disability Services for Students Office (503-725-4150).
17. University policy calls for sever sanctions for plagiarism or any other form of academic dishonesty. While I encourage you to discuss your assignments with other people, the final product must be your own, containing full citations to any work upon which you draw, including course material.
18. Please do not “come and go” during class. Take care of personal items before you come to class, i.e., Pee before you come to class.
19. Please turn your cell phone off and all other technology before coming to class or I may hold it till the end of class.

REQUIRED READINGS (subject to change)

I. Women and Global Money

Marilyn Waring is the foremost spokesperson for global feminist economics, and her ideas offer new avenues of approach for political action. With persistence and wit she has succeeded in drawing attention to the fact that GDP has no negative side to its accounts--such as damage to the environment--and completely ignores the unpaid work of women. "Why is the market economy all that counts?" Ms. Waring asks.

- What does it mean to participate in the labor market?
- What are the conceptual, theoretical and methodological fronts that lead to the invisibility of women’s labor?
• Does better statistics about unpaid work help even a single woman?

• Why is labor theory based on market prices and not also on “provisioning of human life”?

• Does greater social recognition of the importance of domestic work reinforce the division of labor by glorifying the housewife?

WEEK ONE
1/10/12  -“Women and Water, A Tribute” by the International Water Management Institute. [8 minutes] http://www.iwmi.cgiar.org/Topics/Gender/
syllabus review

-Clip - The Girl Effect: http://www.girleffect.org/question

WEEK TWO

-Film: “Pushing the Envelop” http://www.itvs.org/films/pushing-the-elephant

WEEK THREE
1/24/12  -Kristof/WuDunn – “The Woman’s Crusade” (D2L)
-“Solar Power and Sierra Leone” (D2L)
-“Micro Financing’s Sober Reckoning” (D2L)
-handout paper #1 topic

1/26/12  -Half the Sky – Intro.; Moros; Scholz (D2L)
-Half the Sky – Hammington; Ross (D2L) OPTIONAL
II. Feminist Intersections in Science

Though one would assume that most of the conceptual bases of scientific research has concrete application within the lives of people and is not purely speculative, what feminist philosophers of science require is that these lives be monitored in such a way as to specify the benefits and harms done to people not included within the study as well to the lives originally considered under the scientific investigation. Research is not complete when the tallied results are accumulated. A critique must be made of what constituted the research problem, how the hypothesis was framed, what facts were noted, what the interpretation of those facts were, what counted as evidence for or against a hypothesis, how the data was collected, how “significance” was determined and, what the range of conclusions articulated were. These are all monitored through a feminist philosopher of science lens. This inquiry goes far beyond what would otherwise be considered statistically significant and far beyond what would be called scientifically relevant.

- How do scientists set priorities for scientific investigation?
- What questions are posed about a topic?
- What explanatory framework or theory frames a scientific study?
- What methods are used?
- What data are considered valid and invalid?
- How data are interpreted?
- How data in one study are compared to data in other studies?
- What conclusions are drawn from the analysis of scientific data?
- What recommendations are made for future studies?

WEEK FOUR
1/31/12


-START READING - Skloot, Rebecca. The Immortal Life of Henrietta Lachs, Due 5/3/11.

-Girls Go TechKnow: (2 videos) http://www.youtube.com/watch?v=qF3TZRf-KiM

http://triad.news14.com/content/connect_a_million_minds/630029/young-girls-participate-in-girls-go-techknow-camp

-DUE: Paper #1

**WEEK FIVE**


**WEEK SIX**

- Travis Smiley – Skloot interview (D2L)

- Due: rewrites paper #1

2/16/12  - view - A talk at Harvard University by Ben Barres, Professor of Neurobiology at Stanford March 17, 2008


(Power point slides are on D2L)

- Why So Few Women in Science, Technology, Engineering and Mathematics (AAUW report). Executive Summary 2008 (D2L)

(full report is [http://www.aauw.org/learn/research/upload/whysofew.pdf](http://www.aauw.org/learn/research/upload/whysofew.pdf))

- handout paper #2 topic

**WEEK SEVEN**

**III. Gender Justice and Global Climate Change**

Water wars, as Vandana Shiva points out in her book of the same name, are not something for the future; they are with us today. The politics of water are complicated and global. For many feminists the main focus of the issue is access to sanitary water on a regular basis since women are the primary providers of water to their families. Behind this issue of access is a nexus of transnational, national, and local power dynamics—some of which seem determined to define the water crisis as solely a humanitarian crisis without incorporating any gender or feminist analysis to expand the possible scenarios for action. What are the various ways feminist critical thinking can shape (and in some instances, reshape) research and activism regarding the politics of water.*
How do feminists approach (or need to approach) the politics of water?

What are the different aspects of the issue that we need to consider?

How do policies based on neoliberalism and global capitalism impact women’s water rights and security?

The water crisis is often depicted as a crisis for “those people in lesser developed nations”—think here of all the images of brown/black women standing in line for or carrying water—but in reality the politics of water impacts us in the Pacific NW. How would a feminist analysis deepen/expand the local/regional discussion of and activism about water?

2/23/12


-DUE: Paper #2

WEEK EIGHT

2/28/12


-Women and Water http://ww2.waterforpeople.org/video_04.html

3/1/12


-Meunier, Andre. “Nestle eyes Columbia Gorge spring to bottle water” Oregonian. 6/12/09. (D2L)

WEEK NINE
3/6/12
- White, Beverly, environmental scholar and founding director of the Deep South Center for Environmental Justice at Dillard University, Discusses her work advocating for the African-American community in New Orleans. Video. (D2L)

3/8/12
- Lenzer, Anna - “Fiji Water Announces Shutdown. World Freaks?” Mother Jones (D2L)
- NPR video: “A Bottled Water Drama in Fiji” (D2L) 4.11 minutes
- Due: rewrites paper #2

WEEK TEN
3/13/12
- “Water Crisis 2 - Everywoman-Women and the Politics of Water” [11:38 minutes] (D2L)

3/15/12

WEEK ELEVEN
DUE: Final Paper #3, Thursday, March 22, in my mailbox XSB 150.

Other Resources:
Abby Brown blog at:  http://waterfortheages.org/
Self-Employed Women’s Association  www.sewa.org
Global Women’s Water Initiative  http://africanwomenandwater.org/
Women’s Earth Alliance  http://www.womensearthalliance.org/
World Pulse (on water)  http://www.worldpulse.com/newsletters/2008/0321/
Gender and Water Alliance  www.genderandwater.org

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