Writing 109WS: Writing for Women’s Studies/Gender Studies

**Prerequisites:** Writing 2, 2LK, 2E, or equivalent; upper-division standing or consent of instructor.

**Catalog Description from Catalogue:** Analysis and practice of various forms of writing and research methods in women's studies. Attention to strategies for argumentation, analysis, organization, and documentation used in humanities and social sciences. Writing projects incorporate interdisciplinary and multimedia sources.

**Course Description:** Writing 109WS is designed to increase students’ ability to communicate effectively in discourse communities linked to feminist studies and gender studies in a variety of genres and for multiple purposes and audiences. The broad theme of this course is the construction, representation, and/or expression of gender through language.Besides introducing and exploring theories of sex, gender and sexuality academically, the course will also focus on political, historical, and interdisciplinary issues, both progressive and problematic. To this end, students may read and critique theories, conduct library research, propose and/or conduct primary research, undertake feminist rhetorical analysis/criticism, and learn the formal conventions of different genres of writing used to analyze and communicate about issues of gender, sex, and sexuality.

Writing 109WS immerses students in analysis and practice of various forms of writing and research appropriate for women’s/feminist/gender studies. Students will focus on strategies for argumentation, analysis, organization, and documentation commonly used in the humanities and social sciences and appropriate for the theme of the course.

**Curricular Premises:** Writing 109WS primarily addresses the writing conventions of the knowledge fields of the social sciences and humanities, and as such, it is aligned with Writing 109SS and Writing 109HU. Most students who take Writing 109WS are majoring in feminist studies or minoring in feminist or LGBTQ studies, or they have an interest in ideas about gender, sex, and sexuality. The goal of Writing 109WS is to develop writing and analytical skills in a manner appropriate for upper-division coursework, independent research and writing projects, graduate school, and professional activity.

**Course Requirements**

**Texts:** In Writing 109WS, students read and discuss theoretical, philosophical, and social science writing about gender, sex, and sexuality. Readings may come from textbooks, journals, or magazines in which gender-related issues are debated and may represent a variety of disciplinary perspectives, including history, philosophy, literary studies, sociology, and psychology. Students also examine materials relevant to their particular topics of interest.

**Assignments:** Informal and formal writing assignments allow students to analyze and critique previous theory and research, summarize research findings and research articles, argue their own research claims, and reflect on their own experiences with writing and gender. Common genres to which students are exposed through reading or writing assignments include academic articles, experimental essays, rhetorical analyses, project proposals, and annotated bibliographies. Smaller assignments—often leading up to these larger projects—may include journal entries, abstracts, reviews of books and articles, and response essays. Many instructors assign a long-term research project, developed either individually or collaboratively, which culminates in an argumentative or analytical essay and oral presentation.

**Outcomes:**

* Identify and reflect on social, historical, and political issues associated with the concept of gender in a critical and responsible manner
* Utilize and practice writing from the perspectives of specific, critical, and theoretical discourses proper to the field of feminist and gender studies
* Distinguish theoretical approaches behind feminist research methods and writing and their respective objectives
* Complicate and critique artifacts and texts from popular culture and analyze their engagements with, or constructs of, gender
* Construct arguments in formal, researched, analytical, and/or properly academic essays that utilize theoretical, political, and/or historical approaches, as well as in other genres
* Distinguish between academic and non-academic, primary and secondary, sources
* Cite and document sources in a manner appropriate for a particular field
* Translate complex writing into clear, concise language