WGST 410 | COMM 385 | HDFS 480 | SOCI 395

Feminist Research Methods

Fall, 2022

**Course Overview**

Introduces feminist approaches to research for advanced undergraduate students. Focuses on the techniques for collecting and analyzing and examines central methodological issues raised by feminist scholars. Emphasizes a learning-by-doing approach to conducting research where this course facilitates an experiential learning opportunity. Throughout this course, we will collaborate on the development of an actual feminist research project, deploy it, and analyze and interpret the findings.

**Student Learning Outcomes:**

1. Recognize feminist research concepts, strategies, and processes (knowledge)
2. Describe feminist research concepts, strategies, and processes (comprehension)
3. Apply feminist research concepts, strategies, and processes (synthesis &application)

# **\*Required Texts**

Hesse-Biber, S. N. (Ed.). (2013). *Feminist research practice: A primer*. Sage Publications.

*\*Required Journal Articles & Website Listed in Course Outline*

**Optional Text**

Brown, L. A., & Strega, S. (2015). *Research as resistance, 2e: Revisiting critical, indigenous, and anti-oppressive approaches*. Canadian Scholars’ Press.

**Instructor**: **Jennifer R. Warren**, Ph.D, CCPHC, CDIL, Assistant Professor, Dept of Communication, African/African American Studies, Women and Gender Studies Program, jwarre20@gmu.edu . **Please call me Dr. Ma’at (preferred name Akila Ka Ma’at).** I will address you by your preferred name too. No explanation needed. My pronoun is everyone. Partly due to my resistance to the ‘he’ in ‘them’ and ‘they’.

**Office Hours**: **Please contact me anytime via email** if you have any questions or requests to share with me (jwarre20@gmu.edu) and I will do my best to respond within 24 hours. In addition, I will hold office hours on **Mondays from 1:30PM-3:30PM in 5208 Horizon Hall. I am also glad to make appointments to meet with you via Zoom or phone (if needed).** Just email me and we can set up a meeting.

**Class Time and Place:** Our class will meet online on **Wednesdays 4:30 PM – 7:10 PM, Horizon Hall 3008.**

## **Assignments**

***Participation****:* Participation is essential in this course. We can all remember a time in class when we hoped the professor wouldn’t call on us. Our fear of saying the wrong thing and sounding silly in front of our classmates is a strong deterrent from raising our hands and volunteering to speak in front of others. In fact, when given the choice most students choose to fly under the radar and avoid the embarrassment of speaking in front of their peers. This is unfortunate because class participation, while sometimes scary, is necessary for getting the most out of an education. Participation actively engages students with the subject matter, pushes them to create concepts, and forces them to show evidence for their claims. Put simply, it makes students work harder. A college education is expensive. Why not get the most out of it?

Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Active class participation also improves critical and higher-level thinking skills. Students who participate in class have studied the material well enough to introduce new concepts to their peers. This level of thinking goes beyond simple comprehension of text, and can also improve memory. Participation can also help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and professor.

1. **In-Class Activities:** There will be 20 in-class activities that will extend over multiple classes. These activities serve as a major source of your participation points. It is unadvisable that you miss classes unless absolutely necessary as these assignments cannot be made up. ***If you miss an activity it will be given as a homework assignment to make up the points.* You are only allow one make up one missed in-class activity.**
2. **Pre-Class Work:** You are also responsible pre-class work to ensure your preparation for in-class discussions and activities. There will be **three summaries due** as pre-class work that must be completed before class and handed in at the beginning of class. You must also complete for each new chapter the ‘end of chapter questions’ (ECQ) before coming to class the day that chapter is due. **All ECQs (13 chapters) must be typed and handed in at the start of class to receive credit. There is no late assignment criteria for pre-class work. *Any pre-class work that is not completed prior to class and/or not handed in at the start of the class will receive a zero (unless you have communicated to me why you cannot have this assignment complete).* Attendance will be taken from the pre-class work handed in on the day the chapter is due.**

**Discussion and Response Posts (Total of 12):**Discussion Boards are often used to ***generate*** ideas; ***build*** a sense of community; ***summarize***main points in a text or reading; ***assess and confirm*** levels of skill and understanding; ***reexamine***ideas presented in previous weeks; ***compare and contrast***theories, issues, and interpretations; and ***brainstorm***and***reflect***on applications of theory to life.

In order for a Discussion Board to work, you need to consider the importance of your individual participation, as well as the concept of your position as a facilitator of learning for your fellow classmates.  With this in mind, if you are asked to post and/or comment on another's post, try to always consider the importance of timing and enhancement of the general discussion.

**What does this mean?**  If an instructor gives you access to a Discussion Board with a week to submit a post and comment on at least two other classmates' posts, for example, if all students wait until 5 minutes before the deadline to actually post and comment, this does not provide a successful environment or sufficient time for actually learning.  **The sooner you post, the better!**

In terms of the student's responsibility to enhance the discussion, please keep in mind that people will want to see more than a simple response of "good job" or "me too".  Rather, they will want you to add an additional thought or argument in support of your response that goes beyond the simple "I agree".  An example of this might be "I agree with your post because..." or "That is an interesting point, but have you thought about...".  Therefore, you are not only providing a simple response in agreement or disagreement, but you are also **adding information to help the discussion continue or to bring to light new arguments for everyone to learn**.

Students are required to respond to two posts. Basic directions below to be discussed further in class.

**Initial Discussion Post**

Prompt for all posts:

**“Explain the most important thing you learned this week and why it stood out to you.”**

## Each student is expected to post a substantive response (e.g., main idea, supporting points, conclusion, grammatically correct, no typos). The post must be 250 words and include a question for further thought.

Each post must have at least one in-text reference cited in the response and listed under the heading ‘References’. The heading ‘References’ and in-text citation(s) are not part of the word count. The in-text citation and listing (under References) must conform to APA standards.

All discussion responses must be posted by 11:59 p.m. on the night of the due date (see schedule below) via the discussion board. ABSOLUTELY NO CREDIT WILL BE GIVEN TO RESPONSES AFTER 11:59 p.m. on the due date (unless you have communicated why the post must be late to me). Each student should create a new discussion thread when responding to the questions/prompts.

**Discussion Response Posts – Due Mondays (see course outline)**

Each student must also respond to one post from your classmates. Response posts are 150 word minimum, no max. These posts must reference and reflect on or expand on a point, idea, or question from your classmate’s post (e.g., main idea, supporting points, conclusion, grammatically correct, no typos). No references required. However, you can draw on additional sources and cite them in the response post.

All response posts are by 11:59 p.m. on the night of the due date (see schedule below) via the discussion board. NO CREDIT WILL BE GIVEN TO RESPONSES AFTER 11:59 p.m. on the due date. Make sure you ‘reply’ to the student’s post instead of ‘staring a new discussion thread’.There will be 10 response post assignments due throughout the semester.

**Citi Certification**

This certification is required for learning how to conduct research with people:

**Human Subjects Ethics Training (https://oria.gmu.edu/topics/human-subjects/training/)**
All investigators (faculty, staff and students) are required to complete the CITI Program training in human subjects protection prior to conducting research using human subjects. The CITI Program is an on-line training program and can be found at [www.citiprogram.org](http://www.citiprogram.org/). This training requirement applies regardless of whether such research receives external funding, and it applies to all academic levels. The IRB requires researchers who have active IRB protocols to complete human subjects training **every four years**. Four years after completing the Basic course, the CITI Refresher course will be required. The Basic and Refresher courses will alternate every four years thereafter. The CITI Program website will prompt researchers to take the appropriate required course at the time of training expiration. Contact irb@gmu.edu with any questions about on-line training.

**How to Register and Access the CITI Training Program**

* To begin the CITI program go to [http://www.citiprogram.org](http://www.citiprogram.org/)
* The first time you access the site, click “Register Here” to create an account.
* Select “George Mason University” from the Participating Institutions drop down menu.
* Complete all enrollment information.
* Click the Submit button.

*Curriculum Selection*:

* Select “I am interested in Human Subjects Research Courses” – click next
* Select “I need to enroll in a Basic course” or “I need to enroll in a Refresher course” – click next
* Select the appropriate human subjects course (Group 1 or Group 2) that is relevant to your discipline and research area – click next
* If enrolling in the Basic course, select “I have not previously completed an approved Basic course”
* Affiliate with another institution if applicable, if not, select “No”
* Click the submit button

**Self & Peer Review Journal**

You will evaluate yourself and each other during the experiential learning components. Self and peer review is essential to everything you do in life. The skills to evaluate yourself and others’ performance means you can determine what is effective and what is not through a critical and reflective process. This means you can make adjust or adapt, and make well-informed choices.

For this assignment, you will keep a self and peer review electronic journal where you will refer to a rubric (end of syllabus) to critically yourself and your co-investigators (i.e., teammates). As a result, it is imperative for everyone to be well prepared, willing to participate, respectful, and friendly. Peer evaluations indicate how well the members of the team contribute high-quality work, respect each other, and so on. These peer evaluations will play a major role in determining your overall grade on the experiential research study. Each phase (n=5) of the study will have a self and peer review.

**Individual Report**

You will prepare an individual report that discusses the study findings and your personal interpretation of them through a feminist lens. You will also provide a conclusion that discusses the implications of the findings/interpretation for women in America. We will discuss this more in depth as we see how the experiential research study is progressing. The directions for this assignment may change.

**Experiential Research Study**

I am interested in our class conducting an actual feminist research project to intensively learn, experience, and apply feminist research methods. When I say study or research project, this means this class will be an experiential one where you will participate in conceptualizing, designing, and carrying out a study. This experiential learning opportunity will provide you with a solid skillset that is applicable in both your professional and public life. We will work on building and conducting this project throughout the semester. What this means is that we will be working hard to complete the study by December. But it will be FUN. Everybody has to be on board though, and agree to participate. For those adverse to hard work, teamwork, talking, and a high-energy/tempo course, please drop. Because this is a feminist course, our research focus is the ABORTION CRISIS, CRIMINALIZATION, and FORCED PREGNANCY.

There are phases to this feminist research project, which will be the substance of your in-class activities:

* Phase I (3 Classes)
	+ Conceptualize research design
		- Rationale
		- Theoretical application
		- Research questions
		- Methods selection
		- Eligibility criteria
		- Sample size
* Phase II (3 Classes)
	+ Creating research materials
		- Design interview schedule/survey
* Phase III (2 Classes)
	+ Collecting data
* Phase IV (2 Class)
	+ Data analysis
		- Identifying themes
* Phase V (2 Classes)
	+ Interpretation (individual interpretation)
		- What are the themes telling us?
* Individual Report

Because this class is small, we will act as a team of researchers to carry out this study collaboratively. I am the ‘principal investigator’ and you are known as ‘co-investigators’. And like a research study in real life, we will work on developing the phases together

**Grading**

The following point system will be used to evaluate your performance in this class. Please keep track of your points so that you know where you always stand in class regarding your grade.

Participation

 20 *in-class* activities/discussion 400 Points (20 points each)

***Pre Class Participation Work (To be completed prior to coming to class and handed in)***

Summaries` 15 Points (5 points each)

End of Chapter Questions 65 Points (5 points each)

 475 Total Participants Points

Discussion Posts (n=13) 195 Points (15 points each)

1 Response Posts (n=13) 65 Points (5 points each)

 Citi Certification 50 Points

Individual Report 100 Points

 Self & Peer Review Journal 115 Points

**Total 1000 Points**

**Grade Chart**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Point Ranges** | **Grade Point Value** |
| A | 950-1000 | 4.00 |
| A- | 900-949 | 3.67 |
| B+ | 890-899 | 3.33 |
| B | 810-899 | 3.00 |
| B- | 800-809 | 2.67 |
| C | 700-799 | 2.00 |
| D | 600-699 | 1.00 |
| F | 0-599 | 0.00 |

**Course Schedule** (Revisions Possible)

You are an adult. The choices you make about what do in this class are your own.

If you choose to check out or zone out, you will fail.

***All readings and pre-class work are to be completed prior to coming to class.***

***Always bring your laptop to class.***

**Course Schedule**

|  |  |
| --- | --- |
| **Week One (8/24): Getting Started****Phase I Activities:**1. **Decide on a study topic**
2. **Determine preliminary rationale**
 | Introductions, syllabus review, class climate discussion, create course ethics, discuss experiential learning project, and research. **Assignments**Discussion Post Introduce yourself to the class, sharing what you hope to get out of this class.* Due Friday #1 Discussion Post
* Due Mondays #1 Reply Post
 |
| **Week Two (8/31): Conducting Feminist Research****Phase I Activities:**1. **Discuss conceptual design**
2. **Research to justify project**
 | Using our text as a jump-off point, we will dive into research, experiential learning study, and our roles.**What’s Due:** Readings * \*Hesse-Biber Chapters 13

Pre-class work- ECQ **Assignments:**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #2 Discussion Post
* Due Mondays #2 Reply Post
 |
| **Week Three (9/7): Variety of Feminist Approaches** | During our class sessions each of these two weeks we will have Women & Gender Studies affiliated faculty come to class to give presentations about the ways in which they apply feminist research practices into the research in their disciplinary areas.  **What’s Due:** Readings * Provided by the guests
* Hesse-Biber Chapters 4

Pre-class work - ECQ Citi Certification **Assignments**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #3 Discussion Post
* Due Mondays #3 Reply Post
 |
| **Week Four (9/14): Variety of Feminist Approaches and Ethics** | During our class sessions each of these two weeks we will have Women & Gender Studies affiliated faculty come to class to give presentations about the ways in which they apply feminist research practices into the research in their disciplinary areas. We will also have a discussion of ethics in research with special attention to marginalized populations.  **What’s Due:** Readings* Provided by the guests
* Hesse-Biber Chapters 4

Pre-class work – ECQ  Citi Certification **Assignments**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #4 Discussion Post
* Due Mondays #4 Reply Post
 |
| **Week Five (9/21): Theory and Methods Intersect****Phase I Activities**1. **Determine theoretical approach**
2. **Craft research questions**
 | Theory-Methods wheel. How does feminist theor(ies) inform feminist approaches to research? What is intersectional theory and how does it shape methodological and epistemological approaches? **What’s Due:** Reading * Hesse-Biber Chapters 1-3
* Bonilla-Silva, Eduardo and Tukufu Zuberi. “Toward a Definition of White Logic and White Methods.” Pp. 3-27 in *White Logic, White Methods: Racism and Methodology* (Tukufu Zuberi and Eduardo Bonilla-Silva, Eds.). New York, Rowman & Littlefield, 2008.

 Pre-class work - ECQ**Assignments:**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #5 Discussion Post
* Due Mondays #5 Reply Post
 |
| **Week Six (9/26): Mixed Methods****Phase I Activities**1. **Select method for data collection**
2. **Determine eligibility criteria**
3. **Decide participant pool size**

**END OF PHASE ONE ACTIVITIES TIME TO DOCUMENT IN SELF-PEER REVIEW JOURNAL** | A discussion of feminist interpretation of mixed methods, interviewing, and survey research. **What’s Due:** Reading * Hesse-Biber Chapters 7, 10, 13

Pre-class work - ECQ**Assignments:**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #6 Discussion Post
* Due Mondays #6 Reply Post
 |

|  |  |
| --- | --- |
| **Weeks Seven (10/5): Creating feminist research materials****Phase II Activities**1. **Connect theory to data collection**
2. **Create data collection tools**
 | In this class we will begin to design questions or items for our chosen method of data collection as informed by a theoretical framework. Discussion of developing qualitative interview questions and survey items. **What’s Due** Reading* Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, *25*(9).
* Siedlecki, S. L. (2019). Tips for developing good questionnaire items. *Clinical Nurse Specialist*, *33*(6), 253-260.

 Pre-class work: Summarize the most important aspects of each of these articles. You are the expert and decide what is important.**Assignments:**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #7 Discussion Post
* Due Mondays #7 Reply Post
 |
| **Week Eight (10/12): Focus Groups****Phase Two Activities*** 1. **Complete data collection tools**
	2. **Determine recruitment process**

**END OF PHASE TWO ACTIVITIES TIME TO DOCUMENT IN SELF-PEER REVIEW JOURNAL** | Week 6: Discussion of focus groups as a method for feminist research.**What’s due:** Readings * Hesse-Biber Chapters 8
* Best, Amy. “Doing Race in the Context of Feminist Interviewing: Constructing Whiteness Through Talk.” *Qualitative Inquiry* 9.6: 895- 914, 2003.

 Pre-class work - ECQ**Assignments:**Discussion Post: Explain the most important thing you learned this week and why it stood out to you.* Due Friday #8 Discussion Post
* Due Mondays #8 Reply Post
 |
| **Week Nine (10/19): Data collection****Phase Three Activities**1. **Collect data in the field**
 | **Class will begin at 6:45 pm to debrief.****Discussion Post: Explain the most important thing you learned this week and why it stood out to you.*** **Due Friday #3 Discussion Post**
* **Due Mondays #3 Reply Post**
 |
| **Week Ten (10/26): Data collection****Phase Three Activities**1. **Collect data in the field**

**END OF PHASE ONE** **ACTIVITIES TIME TO** **DOCUMENT IN SELF-PEER** **REVIEW JOURNAL** | **Class will begin at 6:45 pm to debrief.****Discussion Post: Explain the most important thing you learned this week and why it stood out to you.*** **Due Friday #3 Discussion Post**
* **Due Mondays #3 Reply Post**
 |
| **Week Eleven (11/2): Analyzing data through a feminist lens****Phase Four Activities**1. **Begin data analysis**
 |  We will discuss quantitative and qualitative data analysis.**What’s Due** Readings* Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative research journal*.
* Quantitative Data Analysis 101 (https://gradcoach.com/quantitative-data-analysis-methods/)
* Maynard, M. (2004). Feminist issues in data analysis. *Handbook of data analysis*, 131-145.

 Pre-class work: Summarize the most important aspects of these readings. You are the expert and determine what is important**Assignments:****Discussion Post: Explain the most important thing you learned this week and why it stood out to you.*** **Due Friday #9 Discussion Post**
* **Due Mondays #9 Reply Post**
 |
| **Week Twelve (11/9): Action Research and Ethnography****Phase Four Activities**1. **Continue data analysis**
2. **Begin interpretation of results**

**END OF PHASE ONE ACTIVITIES TIME TO DOCUMENT IN SELF-PEER REVIEW JOURNAL** | **What’s Due** Reading* Hesse-Biber Chapters 5 & 6

 Pre-class work - ECQ**Assignments****Discussion Post: Explain the most important thing you learned this week and why it stood out to you.*** **Due Friday #10 Discussion Post**
* **Due Mondays #10 Reply Post**
 |
| **Week Thirteen (11/16): Interpreting Results through a Feminist Lens****Phase Five Activities**1. **Begin process of interpreting findings**
 | We will discuss feminist issues in interpreting data and linking theory to findings.**What’s Due:**Readings* Hesse-Biber, S. (2012). Feminist approaches to triangulation: Uncovering subjugated knowledge and fostering social change in mixed methods research. *Journal of Mixed Methods Research*, *6*(2), 137-146.

Pre-Class Work* Summarize the most important aspects of this articles

**Assignments:****Discussion Post: Explain the most important thing you learned this week and why it stood out to you.*** **Due Friday #11 Discussion Post**
* **Due Mondays #11 Reply Post**
 |
| **Week Fourteen (11/23): Interpreting Results through a Feminist Lens****Phase Five Activities**1. **Complete interpreting findings**
 | **END OF PHASE FIVE ACTIVITIES TIME TO DOCUMENT IN SELF-PEER REVIEW JOURNAL** |
| **Week Fifteen (11/30): Study Conclusions** | **What did you discover!****What’s Due:*** Self & Peer Review Journal

**Assignments:****Your individual report is due 12/7!!!!** |

**Self and Peer Evaluation of Experiential Project**

Phase\_#\_\_\_\_\_

Please assess the work of you and your colleagues by using the following criteria. We will consider your feedback in assigning the grade for the project.

Please try to be as honest and fair as possible in your assessment.

FOR EACH ITEM YOU ARE TO EVALUATE, YOU MUST PROVIDE A SCORE (BELOW) AND A DESCRIPTIVE EXAMPLE THAT SHOWS WHY YOU CHOSE THAT PARTICULAR SCORE. THAT IS. DESCRIBE WHAT ABOUT THEIR WORK IN CLASS LEADS YOU TO CHOOSE THAT SCORE.

Scores:

5 = Excellent work; was crucial component to group’s success

4 = Very strong work; contributed significantly to group

3 = Sufficient effort; contributed adequately to group

2 = Insufficient effort; met minimal standards of group

1 = Little or weak effort; was detrimental to group♣

SELF Evaluation (Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (7: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

PEER Evaluation (8: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_):

\_\_\_\_\_ Participation in developing ideas/planning study

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in phase

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

Self-Reflection

1. What did you learn from this phase?
2. What do you think went well?
3. What would you have done differently, given the opportunity?
4. Do you have any other comments or suggestions about this phase of the project?

## **General Class Policies**

*Diversity and Inclusion*

It is important for each of us to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

*Gender Identity*

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use ‘all/everyone’ for myself and you may address me as “Dr. Ma’at” in email and verbally.

*Anti-Racism Statement*

An anti-racist approach to health communication acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black,[[i]](https://carterschool.gmu.edu/about/carter-school-anti-racism-statement#i) Indigenous, and other people of color contribute to inequality and injustice with the field of health communication and as health communication is practice in communities and other settings. We acknowledge that an anti-racism approach is an active and ongoing, long-term process. In all our efforts, we uphold a commitment to creating honest, respectful, supportive, and healing spaces where members of our community can meaningfully dialogue and learn from each other’s lived experiences for the betterment of our entire community.

To be anti-racist means:

* To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of White supremacy[[ii](https://carterschool.gmu.edu/about/carter-school-anti-racism-statement#ii)];
* To interrogate histories of White supremacy and White-dominant culture[[iii]](https://carterschool.gmu.edu/about/carter-school-anti-racism-statement#iii), and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society as well as how we approach and do health communication;
* To make a commitment to being responsible for our own relationships to, and actions within, systems of racism and White supremacy; and
* To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding White supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels within the field of health communication, our communities, and lives.

We acknowledge that an anti-racism approach must be intersectional, looking at how race, gender, sexuality, religion, ethnicity, dis/ability, or other aspects of identity, as well as class exploitation, overlap to inform experiences with oppression or privilege, both interpersonally and systematically. Ultimately, an anti-racism approach recognizes every person’s inherent human dignity and entitlement to the economic, social, cultural, and political rights and freedoms set forth in the Universal Declaration of Human Rights, as well as other international human rights instruments.

We believe that the work of anti-racism must be both a collective and individual effort, and that in cultivating an anti- racist approach to research, scholarship, and practice, you will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout your lives.

*Possible Changes to the Syllabus*

As the instructor, I reserve the right to make changes to the syllabus. Students will be given ample notice regarding any major changes to the course plan. Of course, it is my goal that any changes are agreed upon by our class community.

*No Cell Phone Use During Class Session*

Please make sure to turn off your cell phones before class. Text messaging during class is an extremely obnoxious and disrespectful behavior and will result in immediate rejection from class +once detected. Use of laptop computers in the classroom is allowed only for the purpose of taking lecture notes.

*Communication about Grades*

If you have a question or a concern with a grade given in the course, you should **contact me within three class periods of receiving your grade**. I will not review grades submitted after this time period has elapsed.

*Late Assignments*

Late assignments will not be accepted unless accompanied by a written excuse and/or arrangements have been made with me prior to the assignment being late.

*Early Read of Assignments*

As a class policy, I am happy to read and address any specific concerns or questions regarding the assignment prior to the submission. You may turn in as many copies as would like prior to the assignment due date. I encourage this approach to ensure you obtain the highest grade and assignment mastery level as possible.

*Email Use*

Email is a great way to stay in touch even after school hours. I encourage you to use email to communicate with me. However, when you email me, please make sure that you identify yourself clearly using both your **full name** and the **course number**. **Please be aware that I only have your GMU email address. All my emails will be sent to your GMU account. It is your responsibility to check your email on regular basis and make sure it is working!**

*Honor Code*

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

As in many classes, a number of projects in this class are designed to be completed within your study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other projects are designed to be undertaken independently. In the latter case, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Mason is an Honor Code university; please see the Office for Academic Integrity (<https://oai.gmu.edu/>) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

*Incompletes or Withdrawals*

The situations in which an incomplete can be given are specified very clearly in the university catalogue, which indicates that such a grade may be given 'to a student who is passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. Along the same lines, the policies regulating withdrawal are clearly specified in the catalogue, but they are granted ONLY for non-academic reasons.

*Reasonable Accommodation*

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu/>for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/>for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

*The GMU Writing Center*

The Writing Center provides free tutorial sessions for all students needing help with any writing project from freshman essays to scholarly publications. It is best to make an appointment to ensure seeing a Writing Center consultant at a specific time; however, walk-ins will be accepted if there are openings. The GMU Writing Center is located at UWC: Robinson A114. Phone: 703-993-1200. Web page: [www.gmu.edu/departments/writingcenter](http://www.gmu.edu/departments/writingcenter)