

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **505**

Course Decimal

Full Course Title **Feminist Analysis in Global Perspective**

Transcript Title **FEM GLOBAL PERSP**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix Course Number **505** Generic course or decimal subdivision?

Full Course Title **Feminist Analysis in Global Perspective**

Transcript Title **FEM GLOBAL PERSP**

Level Undergraduate Graduate Professional **Credit Hours** **5**

Proposed Effective Year **10** **Proposed Effective Term** **Winter Quarter**

Course Bulletin

Course Description
An exploration of the global dimensions of feminist research and politics with particular attention to feminism in the non-Western world.

Course Description **An exploration of the global dimensions of feminist research and politics with particular attention to feminism in the non-Western world.**

Terms Offered

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time **2 2-hr cl.**

Omit distribution of class time from printing?

Prerequisites
Prereq: 10 cr hrs in wom stds course work or permission of instructor.

Prerequisites **Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Not open to students with credit for 597.

Not open to students with credit for 597.

Repeatable?

Repeatable?

Max Repeatable Credit Hours

Cross Listed?

Course part of a sequence?

Grade Option **L**

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

Honors Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **D**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

WS 505 Feminist Analysis in Global Perspective
T/TR 11.30-1.18
DB 29

Professor Jennifer Suchland
Hagerty Hall 420 / x 4289 / suchland.15@osu.edu
Office Hours:

Course Description

This course engages the question of feminist analysis in a global context. What do we mean by feminist analysis? What questions, subjects and methods are implied? Insofar as feminist analyses interrogate power relations and inequalities, we will attempt to understand the lives and experiences of women in and across cultural and national contexts. Given the globalized nature of the world, we will also question the (inter)relationships between power and communities (including your own) across the globe. The themes of the class include: critically assessing the impact of the globalization of women's rights represented by international agreements and transnational organizations; explore the multidimensional aspects of economic globalization and different feminist responses to them; and investigate/compare the (trans)national significance of sexuality (including reproductive policies, population control, sexual identity, etc).

Course Goals

The different components of the class facilitate the following learning goals:

- 1) To introduce and deepen your knowledge of feminist analyses, including intersectionality, structuralism, and representation.
- 2) To introduce and expand your knowledge of gender issues as they are contextually bound and complicated by other axis of social hierarchy, such as nationality, ethnicity, and sexuality.
- 3) To sharpen your analytical skills through close textual analysis, synthesis work and the application of course ideas to real-world examples.
- 4) To conduct a collaborative project that enhances your technology and research skills.

Assessment

Participation 10%

This grade is based on regular active participation and occasional pop quizzes. You are allowed one absence per term with no deductions to your grade.

Expanding Knowledge

15%

As a continuation of your participation grade, this assignment requires you to seek out experiences on the topic of feminist analyses in global perspective outside the classroom. I have included a list of possibilities with the syllabus. You are required to write a brief response paper for the experience (300 words or so) and post a blog entry for the class. You are also required, as part of the overall participation grade, to read and respond to each other's entries.

Feminist Analysis in Context #1

15%

You will research and assess an advocacy organization for how it uses intersectionality to frame and address the issues it works on (500-800 words). You will need to use course readings and apply them to your analysis. In addition to the write-up for me, you will post as a related blog on our website – please include all hyperlinks and use appropriate citations.

Feminist Analysis in Context #2

20%

For this writing assignment you will research the shadow reports that are created by NGOs in order to challenge and assess government compliance with international rights norms. You are required to locate, evaluate and reflect on two shadow reports: one from the USA on the USA and one on another country of your choice. In addition to evaluating the how well a country lives up to the norms it claims to protect, you should also consider the larger implications of such norms on local organizing. You should use course readings to help in your analysis. Like the previous assignment, a version of your work should be posted as a blog on our website (500-800 words).

Archeology of Consumption

20%

Starting February 1st you need to create a daily log of your consumption practices. The log should be for a full week and include ALL items consumed from the moment you wake up to the moment you go to sleep. After a week, you will assess the log and choose one commodity that you will research for this writing assignment. Your task is to investigate your consumption of the item through the interconnections of local and global in the world economy. Where was the product made? Who makes it? How is it distributed? What economies are intertwined in its production and consumption? Where

are you placed in the global economy? In addition to a research project, this essay also requires that you engage course readings. (1000-1500 words)

Final Collaborative Project

20%

In small groups you will conduct research for a Wiki that will navigate the (trans)national significance of sexuality (examples: reproductive policies, population control, sexual identity, nationalism, fundamentalism, economic justice, etc) in a particular context. More details will be provided.

Policies

- 1) Your participation grade is based on your presence and active/verbal engagement with the class. You are allowed one absence, after which, deductions to your grade will be made.
- 2) Late papers are not accepted without point deductions (2 pts per day).
- 3) This class is run in a discussion and semi-lecture format. I request that you turn off cell phones and limit computer use to note-taking. Please no Google jockies, unless requested.
- 4) Grading scale:

A+	98-100	A	97-95	A-	94-90
B+	89-88	B	87-85	B-	84-80
C+	79-78	C	77-75	C-	74-70

5) Academic Misconduct

Academic misconduct includes plagiarism and dishonest practices in connection with examinations. Any source (e.g., book, article, or website) that you use in your reviews, paper, and oral presentation must be properly mentioned, even if you are paraphrasing rather than quoting directly. University policy requires instructors to report all instances of alleged academic misconduct to the Committee on Academic Misconduct for investigation. For additional information, see the Code of Student Conduct:

http://studentaffairs.osu.edu/info_for_students/csc.asp

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and

should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Schedule

January 6 Introduction to the Class

Part I: What is feminist analysis?

January 8

- * Intersectionality: A Tool for Gender and Economic Justice by AWID
- * Joan Scott, “Experience”
- * bell hooks, “Feminism: A Movement to end Sexist Oppression”

January 13

- * Nawar Al-Hassan Golley, “Is feminism relevant to Arab women?”
- * Antoinette Sedillo Lopez, “Comparative Analysis of Women’s Issues: Toward a Contextualized Methodology”

January 15

- * due: feminist analysis in context #1 – in class discussions

Part II: Globalizing Women’s Rights—Debates and Issues

January 20

- * Amrita Basu, “Globalization of the Local/Localization of the Global”
- * Susan Moller Okin, “Feminism, Women’s Human Rights, and Cultural Differences”
- * Nira Yuval Davis, “Human/Women’s Rights and Feminist Transversal Politics”

January 22

- * CEDAW
- * Beijing Declaration and Platform for Action
- * International Convention on the Elimination of All Forms of Racial Discrimination

January 27

- * Sonia Alvarez, “Translating the Global Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America”
- * Kristen Ghodsee, “And if the Shoe Doesn’t Fit? (Wear it Anyway)”
- * Margaret Snyder, “Unlikely Godmother: The UN and Global Women’s Movements”

January 29

- * Due: feminist analysis in context #2 – in class discussions

Part III: Economic Globalization – Feminist Engagements and Responses

February 3

- * **NO CLASS**

February 5

- * Lourdes Benería, “Markets, Globalization and Gender”
- * V. Spike Peterson, “The Reproductive Economy”
- * Joy Zarembka, “America’s Dirty Work”

February 10

- * Marina Tzvetkova, “NGO responses to trafficking in women”
- * Valentine Moghadam, “From Structural Adjustment to the Global Trade Agenda”
- * Betty Wells, “Context, Strategy, Ground”

February 12

Lilja 4-Ever (2002)

February 17

- * Lars Kristensen, “Divergent Accounts of Equivalent Narratives”
- * Yelena Vansovich, “Moscow City *Duma* Discusses the Problem of Child Prostitution”
- * Katherine Avgerinos, “From Vixen to Victim”

February 19

DUE Friday 20th: Archeology of Consumption – in class discussion

Part IV: Local Populations/Global Sexualities

February 24

- * Barbara Einhorn, “Insiders and Outsiders: Within and Beyond the Gendered Nation”
- * Gail Kligman “Political Demography: The Banning of Abortion in Ceausescu’s Romania”

February 26

- * Jael Silliman et al., *Undivided Rights* (excerpts)

* Barbara Crane and Jennifer Dusenberry, "Power and Politics in International Funding for Reproductive Health"

March 3

In-class group work on Wicki final project

March 5

* Yoshiko Nozaki, "Feminism, Nationalism and the Japanese Textbook Controversy over 'Comfort Women'"

* Cynthia Enloe, "The Prostitute, the Colonel, and the Nationalist"

March 10

* Roberto Strongman, "Syncretic Religion and Dissident Sexualities"

* Cindy Patton, "The Globalization of 'Alterity' in Emerging Democracies"

* Brian James Baer, "Russian Gays/Western Gaze"
Group discussions and class wrap-up

March 12

List of Possible Expanding Knowledge of Feminist Analysis Projects

1) Speakers Events

During the term, there are many guest speaker events. Here are two that I know of:

February 12th, **Kate Bedford**, Kent University UK (Kate received her MA in WS at OSU)
Author of 'The Imperative of Male Inclusion: How Institutional Context Influences World Bank Gender Policy', *International Feminist Journal of Politics* 9:3, 2007.

February 24th, **Minoo Moallem**, University of California, Berkeley on "Political and Cultural Citizenship: The making and Unmaking of the Nation in Iran." 4:30 pm, The Mershon Center, 1501 Neil Ave., snacks provided. Author of *Between Warrior Brother and Veiled Sister: Islamic Fundamentalisms and the Cultural Politics of Patriarchy in Iran* (2005).

For any event, you should attend the talk, read something they have written, and write a very brief response (one page or so).

2) Films that address course materials

There are a lot of options here. I have a few suggestions, but feel free to seek out others and ask my approval.

In addition to watching them and writing a response, I would like you to find one critical

review of the film as well.

Beyond Beijing (1996)

Maquilapolis: City of Factories (year)

The Women and the Peacekeepers (year)

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **510**

Course Decimal

Full Course Title **American Women's Movements**

Transcript Title **AM WOMEN'S MOVMT**

Level **U**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS** - WOMEN'S STUDIES

Course Prefix Course Number **510** Generic course or decimal subdivision?

Full Course Title **American Women's Movements**

Transcript Title **AM WOMEN'S MOVMT**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
An interdisciplinary analysis of the American women's movements, including historical, literary, sociological, and theoretical perspectives.

Terms Offered

Offering Pattern **This year**

Distribution of Class Time **2 2-hr cl.**

Prerequisites
Prereq: 10 cr hrs of wom stds course work or permission of instructor.

Exclusion or Limiting Clause

Course Description **An interdisciplinary analysis of the American women's movements, including historical, literary, sociological, and theoretical perspectives.**

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern This year Every other year

Distribution of Class Time 2 2-hr cl.
 Omit distribution of class time from printing?

Prerequisites **Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Not open to students with credit for 400.

Repeatable?

Max Repeatable Credit Hours

Grade Option **L**

Repeatable?

Cross Listed?

Course part of a sequence?

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

Honors Statement

Off Campus/Field Experience?

EM Credit?

Admission Condition Course?

Offered in Distance Learning Format?

Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **B**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

Course time less than 1 full term or Workshop

Off-campus offering?

Required on Major(s)

Required on Minor(s)

Elective within Major(s)

Elective within Minor(s)

Choice of Major(s)

Choice of Minor(s)

A General Elective

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[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

American Women's Movements
Women's Studies 510
TTH 1:30-3:18
Central Classroom Building 0354
Autumn Quarter 2007

Professor: Dr. Wendy G. Smooth
Office Location: 286E University Hall
Email: smooth.1@osu.edu
Office Phone: 247-8449
Office Hours: 3:30- 4:30 or by appointment

This course examines the structures, origins and ideologies of both women-centered social movements and those social movements in which women played pivotal, though often unacknowledged roles in the U.S. Central to this course is studying how gender dynamics are both questioned and reinforced within social movements. We will survey a range of movements beginning with women's 19th century quests for suffrage and the activities of the women's club movement. We will explore a number of 20th century movements including the Civil Rights Movement, the Black Power Movement, and the Chicana Movement. Finally, we will discuss a number of ongoing movements particularly the modern Women's Rights Movement, the disability rights movement and the emerging activism of 21st century U.S. women. We will grapple with the status of the women's movement today as well as the emergence of counter movements. Throughout this course, we will keenly focus on the differences among women in an effort to understand how the intersections of gender, race, class, sexuality, age, and ability influence women's participation and activism.

In this course we will operate at two levels 1. We will seek to uncover the involvement of women in major social movements that have shaped the course of history 2. We will seek to understand the basic theories of social movements and how gender analysis enhances the study of social movements

Required Texts

Sara Evans Born for Liberty: A History of Women in America. Free Press 1997

Betty Collier Thomas and V.P. Franklin Sisters in the Struggle NYU Press 2001

Benita Roth Separate Roads to Feminism Cambridge University Press 2004

Copy packet available at the Student Book Exchange (SBX)

Course Requirements and Grading

Grading

Your final grade will be based on three response papers, a midterm and final examination, a final project and class participation. Your grades will be computed as follows:

Response Papers (3 total)	20%	1st Paper Due by October 11th
Take Home Midterm Examination	25%	Due Tuesday Oct 23rd in Class
Final Project	20%	Due Tuesday, November 29th
Take Home Final Examination	25%	Due Wednesday, December 5th by 5:00 pm
Class Participation	10%	

Response Papers

Students are required to write 3 short response papers over the course of the semester. The papers should be 2-3 double spaced, typed pages. The first response paper must be completed by **Thursday, October 11th**. In the response papers, students are required to discuss the readings for the day. Students should not summarize the readings, but instead provide critical thoughts on the subject supported by the readings. Papers should be turned in at the beginning of class. Students writing response papers for that week will be asked to share their thoughts in class. No late papers will be accepted.

Examinations

There will be two take home essay exams which will cover the readings, lectures, class discussions and other course materials. Each exam will count towards 25% of your final grade for the course. There will be no make up exams. Late exams will be reduced by one letter grade for each day it is late.

Final Project

You will perform an organizational scan of women's organizations in an effort to establish the current status of the Women's Movement. Details of the final project are found at the end of the syllabus

Class Participation

The success of this course is dependent upon all members actively participating. Occasionally, I will lecture in this class, but this class is primarily based on discussion. You are expected to complete the assigned readings **before** coming to class. You are also expected to attend **all classes**. Reading a daily newspaper will keep you apprised of current events, which will often be used as examples in class discussions. To enhance classroom discussions, students are encouraged to bring newspaper clippings to class to share.

In Class Assignments

Throughout the course we will engage in small group activities that are related to the course materials and you will be evaluated based on your participation. Given the nature of these activities, there is no way to make-up missed class activities. Pop quizzes will periodically be given in class. These quizzes will be given at the beginning of class. There will be no make-up quizzes; however your lowest quiz score will be dropped. These in class assignments and quizzes will count towards your participation grade.

Academic Integrity/Plagiarism

Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

University Documented Disabilities

Students with a university- documented disability certified by the Office of Disability Services should discuss with me any special accommodations needed for the course. Please make me aware of your needs as soon as possible. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Attendance Policy

Students are expected to attend all class meetings and class presentations arriving on time. You should be aware that unexcused absences and excessive tardiness will be reflected in your final grade. With more than two absences, you automatically forfeit the possibility of earning an “A” for the course.

Class Schedule

Week 1 September 20th

Thursday, September 20th **Introductions/Housekeeping/What is a social movement?**

Week 2 September 25th & 27th **Examining Theories of Social Movements**

Tuesday, September 25th

Doug McAdam “The Classical Model of Social Movements Examined”
“Resource Mobilization: A Deficient Alternative”

Thursday, September 27th

Doug McAdam “The Political Process Model”

Verta Taylor “Gender and Social Movements: Gender Processes in Women’s Self Help Movements”

Week 3 October 2nd & 4th **The Suffrage Movement and the Quest for Women’s Rights**

Tuesday, October 2nd

Born for Liberty Chapters 3-5

Ellen Carol Dubois “Taking the Law into their own hands: Voting Women During Reconstruction”

Thursday, October 4th

Born for Liberty Chapters 6-7 (1865-1920)

Seneca Falls Declaration of Sentiments and Resolutions

Nancy McGlen and Karen O’Conner “The Struggle for Political Rights” from *Women, Politics and American Society*

Week 4 October 9th & 11th **Women and the Civil Rights Movement**

Tuesday October 9th

Sisters in the Struggle “Behind the Scenes View of a Behind the Scenes Organizer: The Roots of Ella Baker’s Political Passions Barbara Ransby

Sisters in the Struggle “ ‘We Wanted the Voice of a Woman to be Heard’: Black Women and the 1963 March on Washington” Dorothy I. Height

Thursday October 11th

Sisters in the Struggle “African American Women in the Mississippi Freedom Democratic Party” Vicki Crawford

Belinda Robnett “African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership and Micromobilization” *The American Journal of Sociology*, v. 10; n6 (May, 1996).

Week 5 October 16th & 18th Women and Revolution

Tuesday October 16th

Sisters in the Struggle “No One Ever Asks a Man His Role in the Revolution” Tracy Matthews

Margo V. Perkins “Inside Our Dangerous Ranks”: The Autobiography of Elaine Brown and the Black Panther Party from *Still Lifting Still Climbing: African American Women’s Activism*

Thursday, Oct 18th

Sisters in the Struggle “Black Women and Black Power: The Case of Ruby Doris Smith Robinson and the Student Nonviolent Coordinating Committee” Cynthia Griggs Fleming

Dionne Espinoza “Revolutionary Sisters: Women’s Solidarity and Collective Identification Among Chicana Brown Berets” from *AZTLAN: Journal of Chicano Studies* Spring 2001.

Pick Up Midterm Exam

*******Tuesday, October 23rd Midterm Exam Due in Class*******

Week 6 October 23rd & 25th The Modern Women’s Movement: Women’s Liberation and Women’s Equal Rights Movements

Tuesday, October 23rd

Lynn Ford “Two Paths to Equality”

Myra Marx Ferree and Beth B. Hess “ Reemergence of a Feminist Movement, 1963-1972” in *Controversy and Coalition The New Feminist Movement Across Four Decades of Change*

Thursday, October 25th

Evans: Chapters 11-13

Separate Roads to Feminism Chapter Two “The “Fourth World” Is Born”

Week 7 Oct 30th & Nov 1st Not Without Critique: The Women's Movement Continued

Tuesday, October 30th

Leslie R. Wolfe and Jennifer Tucker: "Feminism Lives: Building a Multicultural Women's Movement in the United States"

Esther Ngan-Ling Chow "The Feminist Movement: Where are all the Asian American Women?"

Separate Roads to Feminism Chapter 4 "We Called Ourselves Feministas"

Thursday, November 1st

Separate Roads to Feminism

Chapter 1 "The Emergence and Development of Racial/Ethnic Feminisms in the 1960s and 1970s"

Chapter 3 "The Vanguard Center"

Chapter 5 "Organizing One's Own: The Competitive Social Movement Sector and the Rise of Organizationally Distinct Feminist Movements"

Week 8 November 6th & 8th The Women's Movement Inside Organizations

Tuesday, November 6th

"Organizational Mobilizations, Institutional Access and Institutional Change" Debra Minkoff

Suzanne Staggenborg "The Consequences of Professionalization and Formalization in the Pro-Choice Movement"

Susanne Beechey "When Feminism is Your Job: Age and Power in Women's Policy Organizations"

Thursday, November 8th

Sisters in the Struggle "The Civil Rights-Black Power Legacy: Black Women Elected Officials at the Local, State and National Levels" Linda Faye Williams

Week 9 November 13th & 15th Women and Countermovements

Tuesday, November 13th

Kathleen Blee "The Place of Women"

Rebecca E. Klatch, "Women of the New Right in the United States: Family, Feminism and Politics"

Thursday, November 15th

Jean Hardisty “Kitchen Table Backlash The Anti-Feminist Women’s Movement” in *The Public Eye* v10, n2 (Summer 1996).

Week 10 November 20th & 22nd Women Continuously in Movement

Tuesday, November 20th

Jenny Morris “Impairment and Disability: Constructing an Ethics of Care That Promotes Human Rights” *Hypatia*..Fall 2001 v 16(4).

“Sharon Groch “Free Spaces: Creating Oppositional Consciousness In the Disability Rights Movement” In *Oppositional Consciousness: The Subjective Roots of Social Protest* eds Jane Mansbridge and Aldon Morris

Thursday, November 22nd **Thanksgiving Class Will Not Meet***

Week 11 November 27th & 29th

Course Wrap Up and Future of the Women’s Movement

Final Project due Thursday, November 29th

Pick Up Final Exam

Final Examination due Wednesday, December 5th

Final Project: Organizational Scan and Analysis of Women's Organizations

Since the 1970s, we have experienced a dramatic growth in the number and scope of organizations that address issues impacting women's lives as an outgrowth of the Women's Movement. In this final paper, you will identify and research a minimum of 15 women's or women-centered groups organized under similar causes/issues (i.e. reproductive rights; welfare rights; women's health; art and performance) or share an identity base (i.e. lesbian organizers; race-based organizers; age-based organizers). You will perform an audit of each organization, which will include researching and reviewing each organization analyzing their goals, actions and target audience. Your audit of each organization should include the following:

A clear description of the goals of each organization and including a discussion of how the organization addresses women's issues as well as how the organization defines women's issues. You should also include a discussion of the groups' general purposes or missions.

Include an analysis of the groups' activities. Do they engage in mainstream politics or protest politics? Describe the strategies of the organizations. What were their major projects over the last two years? How do they promote their issues?

Identify the groups' target audience. Are they predominantly interested in rural women's issues, young women, retired women, women of color, etc...? Determine if the groups are national in scope or more local based. Determine whether groups have a membership base. How do they attract new members and/or maintain their membership base?

Where do the groups fall on the political spectrum, do they tend to be more liberal or conservative? How do you know this – justify your assessment of the group.

This project constitutes 25% of your final grade for the course, so given its weight in relation to other aspects of the course, so I suggest you take it very seriously. You should be able to cover the materials in 10-12 pages. The final project is due on **Thursday, November 29th**.

Project Proposal: Due no later than **Thursday, October 11th**. In 2-3 pages, the proposal should describe your plan of action to complete the research. Your project proposal should consist of a preliminary list of the organizations you intend to analyze.

Notes to Help You Prepare Response Papers

Here are some questions that you may find helpful in addressing the readings and preparing your response papers. You may find that these questions may not apply to all the readings. You are not required to answer all the questions in your paper, but they are provided to give you some guidance in preparing your paper.

1. What are the authors' central theses? What are they trying to convey to the readers? What are the most important ideas presented in the readings? Why do the authors think these ideas are important? Are the ideas presented in the readings new (i.e. Have we seen these ideas in other readings)?
2. What do these readings contribute to our understanding of issues of gender, race, class, ethnicity, religion, ability as they relate to women's lives?
3. What assumptions about women are made in the readings? Why do you think the authors hold these views? Do you agree or disagree with the authors' views? What issues challenged the way you think about the topic?
4. Do you find any particular bias in the readings? What, if anything is missing in the readings?
5. How do the readings compliment one another? What message are the readings conveying about women and social movements? How do these readings compare to what we have read previously in the course?

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **520**

Course Decimal

Full Course Title **Women of Color and Social Activism**

Transcript Title **WOM CLR&SOC ACTVSM**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix Course Number **520** Generic course or decimal subdivision?

Full Course Title **Women of Color and Social Activism**

Transcript Title **WOM CLR&SOC ACTVSM**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
Examination of multiple forms of social activism among women of color from various parts of the world concerning local, national, and international issues.

Course Description **Examination of multiple forms of social activism among women of color from various parts of the world concerning local, national, and international issues.**

Terms Offered

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time 2 2-hr cl.

Omit distribution of class time from printing?

Prerequisites
Prereq: 10 cr hrs of wom stds course work or permission of instructor.

Prerequisites **Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor.**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Repeatable?

Max Repeatable
Credit Hours

Grade Option **L**

Honors Statement

Repeatable?

Cross
Listed?

Course part of a
sequence?

Grade Option Letter S/U Progress

GEC Course

General Course
Information
Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **D**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

Women's Studies 520

Women of Color and Social Activism

Spring 2008

Professor Cynthia Burack

274 University Hall

Phone: 614.292.2210

Office Hours: Wed. 2-4:00,
and by appointment

This course focuses on black feminist thought and on citizenship, leadership, democracy, and political activism. We will consider historical and theoretical perspectives on issues such as how to understand the relationship between political thought and political practice and what constitutes social/political leadership and activism for African American women. The course includes a research, writing, and presentation component.

Required Texts

Kimberly Springer, editor, *Still Lifting, Still Climbing: Contemporary African American Women's Activism* (Duke University Press)

Geneva Smitherman, editor, *African American Women Speak Out on Anita Hill—Clarence Thomas* (Wayne State University Press)

Angela Dillard, *Guess Who's Coming to Dinner Now? Multicultural Conservatism in America* (New York University Press)

Course Requirements

You must complete all readings by the dates indicated on the schedule below. I expect you to attend all class meetings, and I will keep track of attendance through the distribution of a role sheet at the beginning of every class period. It is your responsibility to sign the role sheet if you come to class late. You may miss 2 classes for any reason without penalty; for every absence after the 2nd, I will subtract 3 points from the highest possible grade on the Paper Project. Students with problems that require more than 2 absences from class during the quarter must speak to me. Late arrival at class should only occur in the event of an emergency. If you consistently arrive late or leave class early you should discuss your issue with me. In the absence of special circumstances you should be prepared to begin class on time with the necessary materials (including whatever books are assigned for that class session).

I will conduct class in a mixed lecture/discussion format, using lectures to deliver background and explanatory information. I expect all students to come prepared to participate in class discussions in a candid, thoughtful, and respectful manner. Please feel free to ask questions at any time. You should plan to take notes during lectures and discussions in order to enhance your understanding and retention of information.

The Office for Disability Services (ODS) offers a variety of services and auxiliary aids for students with documented disabilities. To access services, students must provide ODS with documentation of the disability. ODS is located in 150 Pomerene Hall; you can contact them at 292-3307.

The OSU Writing Center, which offers free tutoring to students, is located at 475 Mendenhall Lab. You can obtain more information about the Center at http://cstw.ohio-state.edu/writing_center/index.htm, and you may contact them at 688-4291.

Plagiarism Policy

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make it possible to document offenses. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.

Mid-Term and Final Examinations

The mid-term and final exams will be essay exams. Approximately two weeks before each exam, I will distribute a study sheet with questions for which you should prepare responses. These responses will help you prepare for the exam. You may not use notes or texts in the exam. If you miss the mid-term exam for any reason you will make up that exam during the second hour of the final examination period. Please consult the schedule below for exam dates.

Group Project/Paper

Each student in this course will participate in a research project that has both individual and group components. Please read the following instructions carefully and refer back to them in completing your project. Each one of you will be assigned to work on one of the books listed below. Class members will be divided into 5 groups of approximately 5 members each. Each group will then be assigned a particular presentation date (see schedule). Groups will be responsible for conducting class on the presentation date through a panel discussion on an assigned book.

Group Component of Research Project

Group members are responsible for insuring that individual papers and presentations explore different topics and do not merely replicate one another. Group members should trade papers so that there is some acquaintance on the part of all group members with the work that others are performing. All group members should read and critique each other's papers so that everyone has the benefit of cross-proofreading.

On the day of each group's research presentation, group members will take turns presenting work. Presentations may be placed in whatever order group members decide, but this order should be announced to the class. The group should select a "chair" for the panel; the responsibilities of the chair will be to introduce panelists and keep time during each presentation.

Individual Components of Research Project

Books and individual questions for papers/presentations are:

Patricia A. Schechter, *Ida B. Wells-Barnett & American Reform, 1880-1930*

- How did Wells' Christian faith influence her social and political activism?
- How did Wells' "body" (including her sex and her racial genealogy) and others' readings of that body affect her activist work?
- Explain how and why Wells' work was received ambivalently by her own racial community during the years of her activism.
- What discoveries did Wells make and publicize about the nature and practice of lynching that differentiated her work from that of other anti-lynching activists?
- What was the significance of Wells' own personality and gender performance (e.g., her "Joan of Arc" persona) for her activism and the reception of her activism by others?
- Besides her work as a crusading journalist and writer, what roles did Wells play in building social and political organizations?

Melba Patillo Beals, *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*

- Explain the social and political context in which the public school integration "crisis" took place in the South.
- What forms did white opposition to integration take?
- What forms did black resistance to this opposition take?

- In what ways do narratives of school integration in the South both confirm and complicate ideological and political divisions between black and white Americans?
- Why did many African Americans in the South disapprove of the fight to achieve school integration? What forms did this disapproval take?
- What role did family and personal relationships play in Beals's and the other "Little Rock 9" student's struggles, successes, and challenges?

Elaine Brown, *A Taste of Power: A Black Women's Story*

- In the Black Panther Party, what was meant by "revolution"/"revolutionary," and what goals were associated with these ideas?
- In what ways was discipline of Party members enforced within the Party? How did discipline differ by the gender of Party members?
- In what ways did the politics of the Black Panther Party intersect with more "mainstream" civil rights politics, and in what ways did these politics differ?
- How was authority gendered in the Black Panther Party? What obstacles and opportunities did women negotiate in exercising authority?
- What tasks, functions, and powers did leaders in the Black Panther Party exercise? What internal challenges to their leadership did leaders face?
- What threats did the Black Panthers face from US government institutions and authorities?

Anita Hill, *Speaking Truth to Power*

- What kinds of political motivations were ascribed to Hill by those who were either involved in or observed the events of autumn, 1991?
- How did Judge Clarence Thomas's supporters challenge Hill's credibility in an effort to undermine her testimony against Thomas?
- What is Hill's critique of the proceedings of the Senate Judiciary committee?
- What is the role of race in Hill's decisions and in the responses of others to her actions?
- What kinds of understandings and misunderstandings of sexual harassment does Hill address?
- What role do the actions of the press and mass media representations of her and her acts play in Hill's narrative?

Star Parker, *Uncle Sam's Plantation: How Big Government Enslaves America's Poor and What We Can Do About It*

- What is Parker's understanding of the causes and varieties of poverty?
- For Parker, what is the role of Christian faith and teachings in preventing and solving social problems?
- How and why does Parker argue that federal government interventions to solve social problems fail to solve those problems or make them worse?
- In what ways does Parker use her own background and experiences to support her interpretations of and solutions for social problems?
- In what ways does Parker criticize and exhort the African American community?
- In what ways does Parker criticize practices related to American education, and what are her alternatives?

Joan Steinau Lester (with Eleanor Holmes Norton), *Fire in my Soul* (Chapters 3-13)

- How did Eleanor Holmes Norton's relationship with prominent civil rights organizations demonstrate and influence her political commitments?
- What was/is Norton's relationship to the feminist political movement and to feminist political goals/ideals?
- What was/is Norton's relationship to the Democratic Party and to a "liberal" political agenda?
- How did Norton's legal career from law student to chair of the Equal Employment Opportunity Commission (EEOC) and beyond demonstrate and influence her political commitments?
- What groups were Norton's allies throughout her career and what groups were her adversaries? Explain how and why these groups were allies and adversaries.
- What role did family and personal relationships play in Norton's struggles, successes, and challenges as a leader?
- What have been the major challenges, setbacks, and disappointments of Norton's career as a leader and in public service? How did she deal with these difficulties?

Guidelines:

1. Each paper should be no briefer than 6 full pages of text in 12-point font. Papers may be no longer than 8 pages of text.
2. Papers must be clearly written with attention to content, organization, style, and mechanics.
3. Each paper should consist of two parts. The first section will consist of your own overview of the book as a whole, while the second section should consist of your attention to your specific question. These sections should *not* be clearly delineated in the paper; rather these sections should be integrated together in the style of a book review.
4. Each oral presentation should be no longer than 8 minutes. Please rehearse before the presentation date to make sure you can cover your material in the time allotted. Chairs will keep time and make sure that presenters adhere to their limit.
5. Each presenter is responsible for creating and copying a presentation/study guide for members of the class (including the professor). This study guide should be clear and informational (ie, the goal is not to stuff as much information as you can into 1 page), and it may be no longer than 1 manuscript page of text in 12-point font.
6. All students are responsible for keeping study guides and using them (in addition to class notes) to prepare for the final exam. In addition, students should take notes during all presentations. You will be tested on this material.
7. Each group is responsible for working together to prepare its presentation.
8. Be aware of the University's plagiarism policy. Papers must include a brief honors statement on the cover page that pledges all contents to be the work of the author.
9. All group members should read every paper in the group and offer feedback to each author.
10. Finally, you should keep notes on whatever meetings or conversations you have with your group so that you can write a 1 page statement about the group's process to hand in with your final paper. Be specific in this statement; include information about meetings, who (if anyone) assumed a leadership role in the group, and who (if anyone) neglected responsibilities associated with the project.

Checklist:

1. Copies of a **1 page** study sheet for all class members and professor.
2. Final draft of a **6-8 page** paper with a cover sheet that includes your name, course number, date, and a signed honors statement.
3. A **1 page** statement of your group's process that includes your analysis of how effective you believe the group was at delegating topics and preparing for the class presentation. Please attach this statement to the back of your paper.

Grading

Midterm exam	1/3
Final exam	1/3
Group Project/Paper	<u>1/3</u>
	100%

Schedule of Readings and Examinations:

This schedule is subject to change. Changes announced in class will be considered to have become a part of the course syllabus.

Introduction

Tue Mar 25	Introduction to the course. <i>Complete "Pretest"</i>
Thu Mar 27	Springer: Kimberly Springer, Introduction (1-13); "Four Mission Statements" (37-46)

Political Ideologies

Tue Apr 1	Springer: Anderson-Bricker, "'Triple Jeopardy': Black Women and the Growth of Feminist Consciousness in SNCC, 1964-1975 (49-69); Roth, "The Making of the Vanguard Center: Black Feminist Emergence in the 1960s and 1970s" (70-90)
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Thu Apr 3	Dillard: Introduction and Chapter 1, “Malcolm X’s Words in Clarence Thomas’s Mouth” (1-55). At some point in your reading of selections from Dillard, you might want to read the review of her book that appeared in the New York Times in 2001. Written by Scott L. Malcomson, it can be found on the web at http://www.nytimes.com/books/01/03/04/reviews/010304.04malco mt.html
Tue Apr 8	Dillard: Chapter 2, “Toward a Politics of Assimilation” (56-98); Smitherman: Smitherman, “Introduction (7-16); “Statements (Hill/Thomas)” (19-30)

Strategies and Practices	
Thu Apr 10	Springer: Myers, “Racial Unity in the Grass Roots? A Case Study of a Women’s Social Service Organization” (107-130); Smooth and Tucker, “Behind But Not Forgotten: Women and the Behind-the-Scenes Organizing of the Million Man March” (241-258)
Tue Apr 15	Springer: Gateward, “Documenting the Struggle: African American Women as Media Artists, Media Activists” (275-296); <i>Mid-Term Study Guide Distributed</i>
Thu Apr 17	Springer: White, “Talking Black, Talking Feminist: Gendered Micromobilization Processes in a Collective Protest Against Rape” (189-218)
Tue Apr 22	Springer: Smith, “ONAMOVE: African American Women Confronting the Prison Crisis” (219-240); Vanessa Tait, “‘Workers Just Like Anyone Else’: Organizing Workfare Unions in New York City” (297-324)
Thu Apr 24	Springer: Grayson, “‘Necessity Was the Midwife of Our Politics’” (131-148); Ross, “Epilogue: African American Women’s Activism in the Global Arena” (325-339)
Tue Apr 29	<i>Mid-Term Examination</i>
Thu May 1	Smitherman: Ransby, “A Righteous Rage and a Grassroots Mobilization” (45-52); Etter-Lewis, “High-Tech Lynching on Capitol Hill: Oral Narratives from African American Women (80-99)

Actors

Tue May 6	Dillard: Chapter 3, “I Write Myself, Therefore I Am” (99-136)
Thu May 8	Springer: Eckert and Benson-Smith, “Crossing Lines: Mandy Carter, Grassroots Activism, and Mobilization ‘96” (259-274)
Tue May 13	Smitherman: Alexander, “Whose ‘Boy’ is This?” (75-79); Brown, “Imaging Lynching: African American Women, Communities of Struggle, and Collective Memory” (100-124)
Thu May 15	Smitherman: Hine, “For Pleasure, Profit, and Power: The Sexual Exploitation of Black Women” (168-177); Coleman-Burns, “Social and Political Thought from the Feminist and Black Communities: The Scapegoat and the Sacrificial Lamb” (53-73)

Presentations

Tue May 20	Group 1
Thu May 22	Group 2
Tue May 27	Group 3
Thu May 29	Group 4
Wed Nov 30	Group 5

Tue June 3 *Final Exam: 11:30-1:18. Be on time!*

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **524**

Course Decimal

Full Course Title **Women and Work**

Transcript Title **WOMEN AND WORK**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix **524** Generic course or decimal subdivision?

Full Course Title **Women and Work**

Transcript Title **WOMEN AND WORK**

Level Undergraduate Graduate Professional **Credit Hours** **5**

Proposed Effective Year **10** **Proposed Effective Term** **Winter Quarter**

Course Bulletin

Course Description
The social, cultural, and historical factors that influence women's work in the U.S. and the multiple ways work is gendered.

Course Description The social, cultural, and historical factors that influence women's work in the U.S. and the multiple ways work is gendered.

Terms Offered **AU WI SP**

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time **2 2-hr cl.**

Omit distribution of class time from printing?

Prerequisites
Prereq: 5 cr hrs in wom's stds, or permission of instructor; AfAm&ASt 101 or 230, History 237 or 325, or Sociol 101 recommended.

Prerequisites Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor; AfAm&ASt 101 or 230, History 237 or 325, or Sociol 101 recommended.

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Not open to students with credit for 424.

Not open to students with credit for 424.

Repeatable?

Repeatable?

Max Repeatable Credit Hours

Cross Listed?

Course part of a sequence?

Grade Option **L**

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

Honors Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **B**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Women and Work Syllabus Women's Studies 524 Winter Quarter 2008 Bolz Hall 311 TR 11:30am-1:18pm

Professor M. Thomas
1124 Derby Hall
614-247-8222
thomas.1672@osu.edu
Winter office hours: Tuesdays 2pm-3:30pm and by appointment

Course overview

"Women's work." The phrase harkens images of mop buckets, dirty diapers, and cooking. On the other hand, it also relates to the 'caring' occupations like nursing, secretarial support staff, domestic laborers, teachers and day care workers. This course, **Women and Work**, will ask how these various representations of feminine labor impact the ways that real women participate in formal and informal work. We will cover topics like reproductive labor, the pink glass ceiling, the racialization of skill, immigration and ethnicity, the gendered and sexualized workplace, sex work, welfare to workfare, and many other topics. We will also labor to connect contextualized women's work to the global economic scale by examining how globalization and neoliberalization have affected women's opportunities for work and their work-based identities in different locales. This focus will allow us to explore women's migration; their work in sweatshops and other low pay, high turnover sectors; the managerial styles that govern women's bodies at work; and the gendered global, regional, and national forces that also contribute to many women's continuing poverty.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. 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 3335-5-487). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Readings

You should purchase two texts for this course: *Global Women* and *Disposable Women*, both listed below and available from the SBX bookstore (or from your web store of choice where you might find **cheaper, used versions**). The other readings listed on the syllabus are available as PDFs or as web files on our course web site via Carmen (<http://telr.osu.edu/carmen/>).

- Barbara Ehrenreich and Arlie Russell Hochschild, eds. *Global women: nannies, maids, and sex workers in the new economy*. Metropolitan books, Henry Holt and Co, 2002. ISBN (paperback): 0-8050-7509-7 (list price, \$15.00)
- Melissa Wright. *Disposable women and other myths of global capitalism*. Routledge, 2006. ISBN (paperback): 0-415-95145-3 (list price, \$31.95)

Class requirements

<u>Requirement</u>	<u>% of final grade</u>
1. Exam 1	25
2. Exam 2 (take home)	25
3. Participation	20
4. Book review	10
5. Research paper	20

Please note:

- This is an upper division course, and it will require upper division levels of work. You will have up to 100 pages of reading a week, and you must not fall behind. We will have regular discussion of the readings in class, and I will know – as will your classmates – whether you do the reading or not.
- You must attend class regularly. Remember, your participation grade is worth 20% of your final grade, and includes being prepared, having completed readings, participating in discussion, and attending class. If you miss more than two classes, it will be impossible for you to get an “A” level participation grade regardless of discussion and preparation for the days you attend. If you miss more than 3 classes, you will receive below at “C” participation grade. However, just attending class will not ensure a good participation grade! You must engage the course material and be an active presence in class.
- **There will be no make-up exams given for exam 1**, unless you have a medical emergency. Such emergencies require a written letter from your physician, which will be validated by the professor. No exceptions – do not ask for one.

- Please arrive promptly, complete readings before class, participate actively in class discussions, and provide thoughtful engagement with lectures, readings, films, and other class materials in your exams.
- The course will be divided into two sections for exams. Exams are not cumulative.
- Instructions for the book review (of the Wright book, *Disposable women*) and for the research paper will be distributed in class and posted separately from the syllabus on Carmen. Both papers are due at the beginning of class on March 6, and should be around 8 pages long for undergrads, and 12 pages for MA students. Early papers are accepted.

Course schedule and outline

Week One

Thursday, January 3: Introduction to the course.

Economic Policy Institute (2006) *State of Working America, Facts and Figures 2006*: ten reports. www.epinet.org, 2 pages each.

Week Two

Tuesday, January 8: Understanding work and workers

Global Women: "Introduction" (**Ehrenreich and Hochschild**), p. 1-13; "Love and gold" (**Hochschild**), p. 15-30;

Thursday, January 10: Feminized work.

Wright, M. Chapter 1.

Badgett, M.V.L. and N. Folbre (1999). Assigning care: gender norms and economic outcomes. *International Labour Review* 138(3): 311-326.

Week Three

Tuesday, January 15: Reproductive and caring labor

Global Women: "Maid to order" (**Ehrenreich**), p. 85-103.

Kennelly, I. (2006) Secretarial work, nurturing, and the ethic of service. *NWSA Journal* 18: 170-192.

Story, L. Many Women at Elite Colleges Set Career Path to Motherhood. *New York Times*, September 20, 2005.

Thursday, January 17: Women in sport professions in the US

Cahn, Susan K. "You've Come a Long Way, Maybe: A 'Revolution' in Women's Sport?" in *Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport* (Harvard University Press: Cambridge, 1994)

Guest lecturer: Melissa Wiser, MA student in Women's Studies

Week Four

Tuesday, January 22: Femininity, reproductive labor and their impacts on the formal structures of work

Global Women: “Global Cities and Survival Circuits” (**Sassen**), p. 254-274.

Wright, M. Chapter 6.

Thursday, January 24: Gendered sweatshop laborers.

Wright, M. Chapters 2-3.

Week Five

Tuesday, January 29: Gendered sweatshop laborers II.

Wright, M. Chapter 4.

In class video: China Blue

Thursday, January 31: [Exam one](#).

Week Six

Tuesday, February 5: Scaling circuits of women’s labor.

Pratt, G. (2004) Chapter 3: From registered nurse to registered nanny, in *Working feminism* (Philadelphia: Temple University Press).

Thursday, February 7: Global trade in domestic labor.

Global Women: “Among women: migrant domestics and their Taiwanese employers across generations” (**Lan**), p. 169-189; “Just another job? The commodification of domestic labor (**Anderson**), p. 104-114); “America’s dirty work: Migrant maids and modern-day slavery” (**Zarembka**), p. 142-153.

In class video excerpt: Maid in America.

Week Seven

Tuesday, February 12: Importing reproductive care to the home: domestics and nannies.

Global Women: “The care crisis in the Philippines” (**Parrenas**), p. 39-54; Filipina workers in Hong Kong homes: household rules and regulations” (**Constable**), p. 115-141.

Thursday, February 14: Informal labor market participation: the case of sex work

Kempadoo, K (1998) The migrant tightrope: experiences from the Caribbean. In Kempadoo, K. and J. Doezema, eds. *Global sex workers: rights, resistance, and redefinition*. New York and London: Routledge, p. 124-138.

Global Women: “Because she looks like a child” (**Bales**), p. 207-229

Week Eight

Tuesday, February 19: Sex work II.

Gregory, S (2003). Men in paradise: sex tourism and the political economy of masculinity. In *Race, nature and the politics of difference*, eds. Moore, Kosek, and Pandian. Duke University Press, p. 323-353.

Global Women: "Selling Sex for Visas" (Brennan), p. 154-168.

In class video: Live Nude Girls Unite!

Thursday, February 21: Sex, violence, and women's work at the border

Wright, M. Chapter 7, pages 151-170.

Wright, M. (2001). A Manifesto Against Femicide. *Antipode* 33: 550-566

Week Nine (no office hours this week!)

Tuesday, February 26: Poor women in the US: welfare to workfare

Economic Policy Institute (2003): "Welfare: facts at a glance." and "Welfare: frequently asked questions." www.epi.org

In class video: Take it from me (79 minutes)

Thursday, February 28: No class. Please work on your term papers!

Week Ten

Tuesday, March 4: Welfare to workfare con't.

McCrate, E. and J. Smith (1998) When work doesn't work: the failure of current welfare reform. *Gender and Society* 12(1): 61-80.

Thursday, March 6: Neoliberalism's attack on women: the case of Wal-Mart.

Goldman, A. and N. Cleeland. An empire built on bargains remakes the working world. (a three part story). *Los Angeles Times*, November 2003.

Greenhouse, S. and M. Barbaro. Wal-Mart memo suggests ways to cut employee benefit costs. *New York Times* October 26, 2005.

[Essays and term papers due today!](#)

[Take home exam handed out: due Tuesday, March 11, by 5pm](#)

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **527**

Course Decimal

Full Course Title **Studies in Gender and Cinema**

Transcript Title **STDS GENDER&CINEMA**

Level **U**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix **527** Generic course or decimal subdivision?

Full Course Title **Studies in Gender and Cinema**

Transcript Title **STDS GENDER&CINEMA**

Level Undergraduate Graduate Professional **Credit Hours** **5**

Proposed Effective Year **10** **Proposed Effective Term** **Winter Quarter**

Course Bulletin

Course Description
Analysis of different film types focused on women to help students understand historical scope, theoretical frameworks, and reading strategies for understanding these films; topics vary.

Terms Offered

Offering Pattern **This year**

Distribution of Class Time

Prerequisites
Prereq: 101 or 201, or 110 or 210; and 317 or permission of instructor.

Exclusion or Limiting Clause

Course Description
Analysis of different film types focused on women to help students understand historical scope, theoretical frameworks, and reading strategies for understanding these films; topics vary.

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern This year Every other year

Distribution of Class Time
Omit distribution of class time from printing?

Prerequisites Prereq: 317 or permission of instructor.

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Repeatable?

Max Repeatable Credit Hours 10

Grade Option L

Honors Statement

Repeatable?

Max Repeatable Credit Hours 10

Cross Listed?

Course part of a sequence?

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level B

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 0

Proposed Number of Sections Per Year 0

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

Women's Studies 527
Studies in Women and Cinema
Autumn 2008
Topic: Women in Film Noir
Prof. L. Mizejewski, 113D University Hall, phone 292-2467
Office hours: Wed. 2:30-4:30 and by appointment
[email: mizejewski.1@osu.edu](mailto:mizejewski.1@osu.edu)

Course description: This course focuses on the women characters of film noir, famous as the crime genre where good girls don't last long. Class material will range from the 1940s classics to the feminist and lesbian versions of this genre. We will explore the problems and fascinations of Hollywood's bad-girl characters in these films, their historical contexts, their racial implications, and questions of spectatorship, stardom, and genre.

Goals: The purpose of the course is to provide students with the strategies of feminist film theory and feminist theories of the horror film, as well as to provide them with training in the close reading of film texts. By the end of this course, students should be able to produce in the course paper a sophisticated analysis and interpretation of a film based on the theories studied in this class.

Our web tool is Carmen. The syllabus, case study guidelines, paper guidelines, quiz preps, quiz answers, power point presentations, and related material will be posted on Carmen. At carmen.osu.edu, use your internet username (last name.#) and password to log in.

Text: E. Ann Kaplan, ed., Women in Film Noir 1998 edition (available only at SBX)
MAKE CERTAIN YOU GET THE 1998 EDITION!

Recommended website:

- <http://www.imdb.com/>: Internet Movie Data Base—excellent and reliable source of information and details about films: complete cast and crew, names of characters, etc.

Grading and course requirements:

--**Attendance is required!** You have two “free” absences before your final grade goes down one-half grade: 3 absences = one-half grade; 4 absences=one full grade, etc. Because you have two “free” absences, this means you cannot use a medical excuse unless a very serious illness keeps you out three classes or more in a row. Also please note that “attendance” means the whole class, not half of it or a portion of it. Half-classes count as absences.

--**Midterm and Final exams**, each 25% of final grade. **YOU MUST AVERAGE A PASSING GRADE (D or 65%) ON THE FINAL EXAM TO PASS THIS COURSE; TO DO THIS, REGULAR ATTENDANCE IS HIGHLY RECOMMENDED.** The exams will cover films,

readings, and class material and will consist of multiple choice questions of the type used for the quizzes, as well as definitions of terms and theories discussed in class.

--**Five quizzes:** 20% of final grade. These multiple-choice quizzes will be given at the beginning of the class on the dates marked in the syllabus and will include the material due for that day's class. No make-up quizzes will be given. Instead, I will drop the lowest grade, giving everyone one chance to be absent or otherwise incapacitated. Quiz study guides will be available on Carmen before the quiz.

--**Two-page research report paper**, 10% of final grade, DUE OCTOBER 28. The grade goes down one letter grade for each day late. This assignment requires you to find a scholarly essay on one of the classic noirs we study in the first part of the class--Double Indemnity, Gilda, or Mildred Pierce—and assess its argument in relation to our treatment of this film in class. See paper guidelines posted on Carmen.

--**Course paper due last day of class or at final exam (4-5 pp):** 20% of final grade. **See paper guidelines posted on Carmen.** This assignment asks you to write a comparison-contrast paper using one of the films we cover in course and a noir film you choose on your own, with a focus on women (as opposed to noirs such as L.A. Confidential and Pulp Fiction that focus on men.) Your essay needs to draw on at least one of the course readings. Graduate students are expected to write a conference-length paper, 10 pages, with appropriate additional research sources.

If you hand in the paper on the last day of class, I will grade it with comments and return it on the day of the final. Papers collected on the day of the final exam will not be returned.

Recommended for course paper:

Postman Always Rings Twice (1946) (1981)
Blue Velvet (1986)
Devil in a Blue Dress (1995)
Basic Instinct (1992) (you can use the Stables essay in the anthology)
Black Widow (1987) (female investigator; bisexual femme fatale)
The Last Seduction (1993) (ultimate bad girl?)
Body Heat (1981)
The Grifters (1990) (women criminals)
Out of Sight (1998) (woman cop)
Blue Steel (1990) (woman cop)
Red Rock West (1992)
A History of Violence (2005)

Readings on Carmen:

Arroyo, Jose. "Letter to Jane." Sight & Sound 14.10 (Oct. 2004): 26-8.
Dyer, Richard. "Stars as Specific Images." Stars. London: BFI, 1998. 60-85.

- Hollinger, "The Monster as Woman." The Dread of Difference: Gender and the Horror Film. Ed. Barry Grant. Austin: U of Texas P, 1996. 296-308.
- Love, Heather. "Spectacular Failure: The Figure of the Lesbian in Mulholland Drive." New Literary History: A Journal of Theory and Interpretation, 2004 Winter; 35 (1): 117-32.
- McDowell, Kelly. Unleashing the Feminine Unconscious: Female Oedipal Desires and Lesbian Sadomasochism in Mulholland Dr. Journal of Popular Culture 38.6 (2005): 1037-49.
- Nieland, Justus J. "Race-ing Noir and Re-Placing History: The Mulatta and Memory in One False Move and Devil in a Blue Dress." Velvet Light Trap 43 (1999): 63-77.
- Noble, Jean. "Bound and Invested: Lesbian Desire and Hollywood Ethnography." Film Criticism 22.3 (1998): 1-21.
- San Filippo, Maria. "The 'Other' Dreamgirl: Female Bisexuality As the 'Dark Secret' of David Lynch's Mulholland Drive." (2001). Journal of Bisexuality; 7.1-2 (2007): 13-49.
- Scruggs, Charles. "The Pastoral and the City in Carl Franklin's One False Move." African American Review 38.2 (2004): 323-334.
- Williams, Linda. "Feminist Film Theory: Mildred Pierce and the Second World War." Female Spectators: Looking at Film and Television. Ed. Deidre Pribram. London and NY: Verso, 1988. 12-30.

Schedule: Readings are all in the Kaplan anthology except for those marked "Carmen"

- Sept. 25 Introductory lecture and clips from Laura (1944)
- Sept. 30 Double Indemnity (1944)
Kaplan, "Introduction to New Edition
Gledhill, "Klute I"
- Oct. 2 Johnston, "Double Indemnity"
Place, "Women in Film Noir"
QUIZ ONE
- Oct. 7 Mildred Pierce (1946)
Harvey, "Woman's Place"
- Oct. 9 Cook, "Duplicity in Mildred Pierce"
Williams, "Mildred Pierce and the Second World War" (Carmen)
- Oct. 14 Gilda (1946)
Martin, "Gilda Didn't Do Any of Those Things"
QUIZ TWO
- Oct. 16 Dyer, "Resistance Through Charisma"
Dyer, "Postscript,"
- Oct. 21 Klute (1971)
Dyer, "Stars as Specific Images," (Carmen)

- Oct. 23 Gledhill, "Klute 2"
"Letter to Jane," (Carmen)
- Oct. 28 One False Move (1992)
PAPER ONE DUE TODAY
- Oct. 30 Nieland, "Race-ing Noir," (Carmen)
Scruggs, "The Pastoral and the City," (Carmen)
- QUIZ THREE
- Nov. 4 MIDTERM EXAM
- Nov. 6 Screening: Cat People (1942)
- Nov. 11: NO CLASS; VETERAN'S DAY
- Nov. 13: Kaplan, "The Dark Continent of Film Noir"
Hollinger, "The Monster as Woman," (Carmen)
- Nov. 18: Bound (1996)
Noble, "Bound and Invested," (Carmen)
- Nov. 20 Straayer, "Femme Fatale or Lesbian Femme"
QUIZ FOUR
- Nov. 25: Bonus screening, class choice
- Dec. 2: Mulholland Drive (2001)
Mini-lecture: David Lynch
- Dec. 4 Love, "The Figure of the Lesbian in Mulholland Drive" (Carmen)
San Fillippo, "The 'Other' Dreamgirl" (Carmen)
QUIZ FIVE
PAPER TWO DUE TODAY OR DAY OF FINAL EXAM
- Dec. 9 : Final Exam

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **540**

Course Decimal

Full Course Title **Studies in Women of Color Writing Culture**

Transcript Title **WOM CLR WRIT CULTR**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS** - WOMEN'S STUDIES

Course Prefix Course Number **540** Generic course or decimal subdivision?

Full Course Title **Studies in Women of Color Writing Culture**

Transcript Title **WOM CLR WRIT CULTR**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
Interdisciplinary feminist study of selected historical and cultural movements through writing by women of color; topics vary by genre and by era.

Course Description **Interdisciplinary feminist study of selected historical and cultural movements through writing by women of color; topics vary by genre and by era.**

Terms Offered

Terms Offered **Quarter(s)**

Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time 2 2-hr cl.

Omit distribution of class time from printing?

Prerequisites
Prereq: 10 cr hrs of wom stds course work or permission of instructor.

Prerequisites **Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor.**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Repeatable?

Max Repeatable Credit Hours 10

Grade Option L

Honors Statement

Repeatable?

Max Repeatable Credit Hours 10

Cross Listed?

Course part of a sequence?

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level D

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 0

Proposed Number of Sections Per Year 0

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

WS 540 Women of Color Writing Culture

University Hall 66

Professor Wanzo

Office: University Hall 113C

Office Hours: Mondays 1:00-3:00

Office Phone Number: (614)292-2271

Email: wanzo.1@osu.edu

Course Description:

Life stories are not only entertaining narratives. Autobiographies and memoirs can serve as ideological touchstones for larger political projects or messages. Quite often, they have been used as evidence—of religious conversion or the wrongs done to an individual who is representative of a larger population. Life stories are clearly important politically—why else would politicians focus so often on their origins, that of their families, and their successes? The stories they tell about their lives are typically designed to demonstrate both their exceptionalism and representativeness. Thus a politician might suggest that she rose to success with few advantages, demonstrating her atypical character, but despite her exceptionalism she also serves as an ideal representative of the nation.

The life stories of women of color very self-consciously negotiate this relationship between the exceptional and representative, but through their cross-cultural experiences they often challenge the idea of nationalism. In this course we'll read the life stories of women of color and see how these stories speak to larger political projects and social issues. Students will complete the following objectives in this course:

- Be exposed to a variety of different life stories written by women of color
- Learn about the life narrative as a particular literary art form
- Learn tools for conducting literary analyses

Required Texts

Faith Adiele *Meeting Faith: The Forest Journals of a Black Buddhist Nun*

Meena Alexander *Fault Lines*

Marie Arana *American Chica: Two Worlds, One Childhood*

Mary Crow Dog *Lakota Woman*

Doris Pilkington *Rabbit Proof Fence*

Marjane Satrapi *Persepolis*

Ayaan Hirsi Ali *Infidel*

Readings posted on Carmen

Course Requirements

Mid-Term Exam	20%
Final Exam	20%
Class Participation	30%
Paper	30%

Writing For the Course:

Exams:

You will complete two Take Home essay exams, in which you will be tested on your ability to synthesize the material from the readings into essays that discuss form and content. While the final exam will be cumulative, it will not be longer than the Mid-Term. For each exam you will have a choice of four questions and will answer two. All essays in the course are evaluated on a point system: Grammar: 20; Thesis: 20; Structure: 20; Knowledge of Material: 20; Originality of Thought: 20.

Final Essays:

You have two final paper options:

1.) Choose a memoir by a woman of color not read in class (you must inform me of your choice two weeks before the paper is due) and analyze the text through one or two of the themes we have explored in class. Some research will be required in order to provide appropriate cultural context for understanding the text.

2.) Write an essay about a moment of your life that speaks to some larger cultural issue. This is also a research paper, and you will be required to have four facts (and citations) per page. The goal here is to do more than recount an incident from your memory. The narrative should teach the reader something new about history, culture, and/or ideology.

Both essays should be 7-8 pages, double spaced, 12-inch font (Times New Roman) with 1 inch margins. You can use either MLA or Chicago as a citation method.

Class Participation:

This is a small seminar, therefore class participation is ESSENTIAL to the success of the class. I require you to post a brief, substantive question or response on CARMEN (<https://carmen.osu.edu/>) about the readings. You will only write 1-3 sentences/questions for each class. Each question should refer to a place in the text. Cite the page number so that we can go to that point in the text in class. You must post **by 8:30 a.m. on the day of class**. I will read these responses/questions prior to every class and use them as prompts for class discussion. Your attendance grade is tied to these responses—but someone who posts but does not attend class will not receive a grade for the day. If you have technological difficulties you can bring the question to class in writing and give it to me at the beginning of class.

You can miss two classes without penalty. Students with **excused** absences (doctor's note, death in the family) can write a **2 page** response to make up the work. A missed response/absence is a 0 for that day. If for some reason you have technological difficulties posting one day, bring your question to class. There will be 17-18 participation grades of 100, 80, or 0. The difference between an 80 and 100 is the substance of the question—typically students only receive an 80 if they ask a general question that does not refer to a moment in the text. In past classes, students have easily earned 100 points for posting.

As opposed to asking students to do presentations in this class I will occasionally require students to do extra assignments for class. For example, when we read *Persepolis*, I want you to bring in an image (or for those of you who are creative, create one), that represents your life. Completing these assignments are also important for your participation grades.

Policies and Procedures

Attendance and Participation:

I expect you to attend every class, but you can have two unexcused absences without penalty. In cases of illness, family emergency, or excused extracurricular events such as a team sport activity or job interview, we can make arrangements for you to receive your participation grade, or you can simply treat such absences as unexcused. Again, you can miss an entire week of class without it affecting your grade. Please note the requirements for the participation grade above. I AM NOT RESPONSIBLE FOR ANY MATERIAL THAT YOU MISS IN CLASS. Students often email me after missing class and ask, “Did I miss anything?” OF COURSE you missed something. Make a friend in class and get the material. I will not give any lecture notes or produce any handouts that you are not in class to receive if you have an unexcused absence.

On Writing:

Learning how to write is a continuous exercise. As you work on your writing for this course, I encourage you to come to me for help. You are also fortunate to have a Writing Center at OSU that aids students of all skill levels. Please take advantage of the free tutoring if you feel the need. The OSU Writing Center is located in 475 Mendenhall Laboratory, on the south end of the oval. Their phone number is 688-4291, and their website is cstw.ohio-state.edu/writing_center/index.htm.

Plagiarism:

The following is my department’s expanded statement of The Ohio State University’s policy on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are

having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Academic Misconduct

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 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Schedule

Adaptation (Assimilation or Violence to the Body?)

- March 24 Margaret Cho *I'm the One That I Want*
- March 26 *Lakota Woman*
 Chapters 1-6
 “Autobiographical Subjects” Sidonie Smith and Julia Watson
- March 31 *Lakota Woman* Conclusion
- April 2 *Lakota Woman* (film)
- April 7 *Rabbit Proof Fence*
 “Autobiographical Acts” Sidonie Smith and Julia Watson
- April 9 *Rabbit Proof Fence* (film)

Assimilation (Cultural Fusion or Cultural Confusion?)

- April 14 *American Chica* 1-7
 “Experience” Joan W. Scott
- April 16 *American Chica* Conclusion
 “Immigrant Autobiography” Sau-ling Cynthia Wong
- April 21 *Fault Lines* 1-110
- April 23 *Fault Lines* 111-203
(Take Home Mid-Term Distributed)
- April 28 *Fault Lines* Conclusion
 “Performativity, Autobiographical Practice, and Resistance” Sidonie
 Smith
**Participation Exercise: (Student should choose one sentence from the
 book that they find particularly provocative, elegant, and/or
 beautiful)**
- Acculturation: (Meeting Self, Losing and Finding Faith)**
- April 30 **Mid-Term Due in my Office between 9:30 and 11:30**
- May 5 *Meeting Faith* 1-6
 “Autobiography, Ethnography, History”
- May 7 *Meeting Faith* 7-11
**Participation Exercise: (If you were to pull out a text that you would
 use as an epigraph for your memoir or to explain a moment in your
 life, what would it be?)**
- May 12 *Meeting Faith* Conclusion
- May 14 *Persepolis* 1-153
- May 16 **Papers Due by 4:00 in my mailbox in the AAAS office in 486
 University Hall**
- May 19 *Persepolis* Conclusion
**Participation Exercise: (Bring in an image that represents a moment
 of your life or you. For those of you who are creative, you can create
 and image. Following Satrapi, try to produce an image that speaks to
 not only who you are, but to something larger than yourself).**
- May 21 *Infidel* (TBA pending paperback release)
 Film *Submission*
 “Autobiography Manifestos” Sidonie Smith

May 26 (No Classes)

May 28 *Infidel* (TBA pending paperback release)
Course Evaluations

June 3 Tuesday Final Exams due in my office between 9:30 and 11:30

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **560**

Course Decimal

Full Course Title **Chicana Feminism**

Transcript Title **CHICANA FEMINISM**

Level **U**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix **560** Generic course or decimal subdivision?

Full Course Title **Chicana Feminism**

Transcript Title **CHICANA FEMINISM**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
Course provides a general overview of Chicana feminist theory and practice from the early 1970's to the present.

Course Description **Course** provides a general overview of Chicana feminist theory and practice from the early 1970's to the present.

Terms Offered **AU**

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time **2-2-hr cl.**

Distribution of Class Time **2-2-hr cl.**

Omit distribution of class time from printing?

Prerequisites
Prereq: 10 hours of wom stds or permission of instructor.

Prerequisites Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor.

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Repeatable?

Max Repeatable Credit Hours

Grade Option **L**

Honors Statement

Repeatable?

Cross Listed?

Course part of a sequence?

Grade Option Letter S/U Progress

GEC Course

General Course Information Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **B**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

WS 560 Chicana Feminism
Course Syllabus

Class time: MW 1:30-3:18

Classroom: -----

Instructor: Professor Guisela Latorre

Office: -----

Phone: 247-7720

Email: latorre.13@osu.edu

Office Hours: -----

Course Description

This course will provide students with a general background on Chicana feminist thought. Chicana feminism has carved out a discursive space for Chicanas and other women of color, a space where they can articulate their experiences at the intersection of race, class, gender, sexuality, among other considerations. In the process, Chicana feminists have critically challenged Chicano nationalist discourse as well as European and North American feminism. This challenge has placed them in a unique albeit isolated position in relationship other established discourses about liberation and decolonization. Through this class, we will address the diversity in thinking and methodology that defines these discourses thus acknowledging the existence of a variety of *feminisms* that occur within Chicana intellectual thought. We will also explore the diversity of realms where this feminist thinking is applied: labor, education, cultural production (literature, art, performance, etc.), sexuality, spirituality, among others. Ultimately, we will arrive at the understanding that Chicana feminism is as much an intellectual and theoretical discourse as it is a strategy for survival and success for women of color in a highly stratified society.

Each class will be composed of a lecture and discussion component. During the lecture I will cover some basic background information on Chicana feminism to provide students with the proper contextualization for the readings. After the lecture we will engage in a seminar-style discussion about the readings and their connections to the lecture material. For this reason, it is critically important to the intellectual flow of every class session that all students in the class come prepared to engage in discussion having completed the assigned readings before coming to class.

Required Texts

Gabriela F. Arredondo ... [et al.], *Chicana Feminisms: A Critical Reader*. Durham, N.C.: Duke University Press, 2003.

Carla Trujillo, ed. *Living Chicana Theory*. Berkeley: Third Woman Press, 1998.

Alma M. García, ed. *Chicana Feminist Thought: The Basic Historical Writings*. New York: Routledge, 1997.

CARMEN Readings

Course Objectives

Upon successful completion of this course, students will gain:

- * a basic understanding of several core concepts, theories, and methods in Chicana feminist theory;
- * basic knowledge of Chicana/o history and activism;
- * an understanding of the meaning, significance, and construction of gender, class, and race in the United States;
- * the ability to recognize the interplay of social influences on the development of identity, especially within cultural institutions;
- * improved skills in critical reading, critical observation of society, and effective communication of ideas, with a focus on the concepts, theories, and methods of the humanities and social sciences;
- * a general improvement in writing skills.

Notes on Language and Etiquette in Class Discussion

Even though knowledge of Spanish is not required for this class, you will find that many Chicana feminist writers use code-switching in their writing, that is, they utilize both English and Spanish as part of their intellectual vocabulary. Translations or explanations of Spanish words will be provided in class as the need arises. Nevertheless, you will be expected to familiarize yourself with a few words in Spanish that have become critical components of Chicana feminist discourse (like *machismo*, *la frontera*, *Aztlán*, etc.)

As many courses on feminism, gender and ethnic studies do, this class deals with numerous controversial and sensitive issues that often elicit heated discussion. I expect that a number of you will disagree with the opinions expressed in the class readings and discussion. I certainly expect you to express your honest opinion. Nevertheless, all in-class dialogue needs to happen within an atmosphere of civil intellectual exchange and mutual respect. Personal attacks, loud speaking and cutting people off before they are done talking will not be permitted.

Disability Accommodations

The Office of Disability Services, located in 150 Pomerene Hall, offers services for students with disabilities. They can be reached at 292-3307. If you wish to have a disability accommodation, be sure to let me know right away.

Course Requirements

- 1) Participation and attendance (20%) – This course will be dependent on your active participation in class discussion. Given that these requirements compose a large percentage of the course grade, it goes without saying that you will need to come prepared for every meeting by having completed the readings before you come to class.

Your knowledge of these texts coupled with a critical engagement of the material will be the lifeblood of the discussion portion of every class.

- 2) In-class reading presentation (15%): Each student will be selected to lead the discussion of the readings given on a particular day. This student will be charged with briefly summarizing the content of the readings and posing questions or raising critical issues to the larger collective for discussion. Your thoughts and perspectives on the assigned texts will fuel that day's in-class dialogue.
- 3) Midterm Exam (20%): Consisting of two to three large essay questions, the midterm exam will test your knowledge of the first half of the quarter.
- 4) Final Exam (20%): Following the same format as the midterm, the final exam will test you on the second half of the quarter.
- 5) Final Paper (25%): You will write a report on the ideas, questions and issues you raised in class as well as the ensuing class discussion. In addition, you will include any further thoughts and reflections you may have developed since you presented on the material in class. Required length: 12-15 pages.

A note on plagiarism and academic dishonesty: Plagiarism is a serious offense that is strictly forbidden. Use of another's work without proper documentation, intentional or not, is tantamount to plagiarism and thus unacceptable. For information on plagiarism and how to avoid it, see the following link: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Letter Grade Breakdown:

100-93	= A	82-80	= B-	69-68	= D+
92-90	= A-	79-78	= C+	60-67	= D
89-88	= B+	77-73	= C	59 and below	= E
87-83	= B	72-70	= C-		

Course Calendar:

WEEK 1

January 4 - Introduction and general overview

No readings

WEEK 2

January 7 - Chicanas in the Chicano Movement (Part I)

“El Plan Espiritual de Aztlán,” *Essays from the Chicano Homeland*. CARMEN.

Elvira Zaragoza “La Mujer in the Chicano Movement” (p.77), Anna Nieto Gómez “La Feminista” (pp. 86-92), Adaljiza Sosa Ridell “Chicanas and El Movimiento” (pp. 92-94), Anna Nieto Gómez “Sexism in the Movimiento” (pp. 97-100) in *Chicana Feminist Thought*.

Maylei Blackwell “Contested Histories: *Las Hijas de Cuauhtémoc*, Chicana Feminisms, and Print Culture in the Chicano Movement,” pp. 59-89, from *Chicana Feminisms*.

Elizabeth Martínez, “ ‘Chingón Politics’ Die Hard: Reflections on the First Chicano Activist Reunion,” (p.123-135) in *Living Chicana Theory*.

January 9 – Chicanas and the Chicano Movement (Part II)

Ramón Gutierrez, “Community, Patriarchy and Individualism: The Politics of Chicano History and the Dream of Equality,” *American Quarterly* 45:1 (March 1993): 44-72. CARMEN.

Angie Chabram-Dernersesian, “I Throw Punches for my Race, but I don’t want to be a man: Writing Us—Chica-nos (Girl, Us)/Chicanas – Into the Movement Script,” in *The Chicana/o Cultural Studies Reader*, ed. Angie Chabram-Dernersesian (Routledge: New York and London, 2006): 165-182. CARMEN.

WEEK 3

January 14 – Chicanas and “White” Feminism
--

Beatriz M. Pesquera and Denise A. Segura “There is No Going Back: Chicanas and Feminism” (pp.95- 111) in *Chicana Critical Issues*, eds. Norma Alarcón [...et al]. CARMEN.

Enriqueta Longeaux Vasquez “!Soy Chicana Primero!” (pp.97-99), Velia García “La Chicana, Chicano Movement and Women’s Liberation” (pp. 199-201), and Marta Cotera “Feminism: The Chicano and Anglo Versions—A Historical Analysis” (pp.223-231) in *Chicana Feminist Thought*.

Chela Sandoval, “Feminism and Racism: A Report on the 1981 National Women’s Studies Association Conference,” in *The Chicana/o Cultural Studies Reader*. CARMEN.

January 16 – Chicanas and the Labor Movement
--

Anna Nieto Gómez “Chicanas in the Labor Force” (pp.126-129) in *Chicana Feminist Thought*.

Denise A. Segura, “Chicana and Mexican Immigrant Women at Work: The Impact of Class, Race, and Gender on Occupational Mobility,” *Gender and Society*, Vol. 3, No. 1 (Mar., 1989), pp. 37-52. CARMEN

Margaret Rose “Traditional and Nontraditional Patterns of Female Activism in the United Farm Workers of America, 1962 to 1980” (pp. 202-220) in *Chicana Leadership*, eds. Yolanda Flores Niemann [...et al]. CARMEN.

WEEK 4

January 21 – Martin Luther King Day

No classes

January 23 – Education

Anna Nieto Gómez “The Chicana—Perspectives for Education” in *Chicana Feminist Thought*.

Denise Segura “Slipping through the Cracks: Dilemmas in Chicana Education” (pp. 199-216) in *Building with Our Hands: New Directions in Chicana Studies*, eds. Adela de la Torre and Beatriz M. Pesquera. CARMEN.

Gilda Laura Ochoa, “Let’s Unite So That Our Children Are Better Off Than Us’: Mexican America/Mexican Immigrant Women Organizing for Bilingual Education” (pp.113-126) in *Chicanas & Chicanos in Contemporary Society*, ed. Roberto M. De Anda. CARMEN.

WEEK 5

January 28 – Creative Expressions: Visual Art

Amalia Mesa-Bains, “*Domesticana: The Sensibility of a Chicana Rasquachismo*” (pp. 298-315) in *Chicana Feminisms*.

Jennifer González, “Response: Invention as Critique: Neologisms in Chicana Art Theory,” 316-323, in *Chicana Feminisms*.

Chela Sandoval and Guisela Latorre, “Chicana/o Artivism: Judy Baca’s Digital Work with Youth of Color,” *Learning Race and Ethnicity: Youth and Digital Media*, ed. Anna Everret (Cambridge and London: MIT Press, 2007): 81-108. CARMEN.

January 30 – Creative Expressions: Literature

Norma Klahn, “Literary (Re)Mappings: Autobiographical (Dis)Placements by Chicana Writers” (114-145), from *Chicana Feminisms*.

Pat Mora, *House of Houses* (Beacon Press: Boston, 1997), *excerpt*. CARMEN.

Sandra Cisneros, *The House on Mango Street* (Houston: Arte Público Press, 1985), *excerpt*. CARMEN.

Mary Helen Ponce, *Hoyt Street: An Autobiography* (Albuquerque: University of New Mexico Press, 1993) *excerpt*. CARMEN.

WEEK 6

February 4 – Creative Expressions: Performance

Yolanda Broyles-González “The Living Legacy of Chicana Performers” (pp. 59-73) in *Chicana Leadership*, eds. Yolanda Flores Niemann [...et al]. CARMEN.

Olga Nájera-Ramírez, “Unruly Passions: Poetics, Performance and Gender in the Ranchera Song” (pp.184-210) from *Chicana Feminisms*.

Michelle Habel-Pallán, “ ‘No Cultural Icon’ Marisela Norte and Spoken Word—East L.A. Noir and the U.S./Mexico Border,” in *Loca Motion: The Travels of Chicana and Latina Popular Culture*(New York and London: New York University Press, 2005): 43-80. CARMEN.

February 6 – **Midterm Exam**

No Readings

WEEK 7

February 11 – Creative Expressions: Film

Rosa Linda Fregoso, “Reproduction and Miscegenation on the Borderlands: Mapping the Maternal Body of Tejanas” 324-348, from *Chicana Feminisms*.

Ann DuCille, “Response: The Sterile Cuckoo *Racha*: Debugging *Lone Star*,” 349-353, from *Chicana Feminisms*.

Rosa Linda Fregoso, “*Born in East L.A.* and the ‘Politics of Representation’,” in *The Chicana/o Cultural Studies Reader*: 245-260. CARMEN.

February 13 - Chicana Feminist Icons: Virgen de Guadalupe

Carla Trujillo, “La Virgen de Guadalupe and Her Reconstruction in Chicana Lesbian Desire,” 214-231, in *Living Chicana Theory*.

Sandra Cisneros. “Guadalupe the sex goddess,” in *Goddess of the Americas* (New York: Riverhead Books, 1997): 46-51. CARMEN.

Gloria Anzaldua. “Coatlalopeuh, she who has dominion over serpents,” in *Goddess of the Americas* (New York: Riverhead Books, 1997): 52-55. CARMEN.

WEEK 8

February 18 - Chicana Feminist Icons: La Malinche and Sor Juana

Adelaida R. Del Castillo, “Malintzin Tenepal: a preliminary look into a new perspective,” 122-126, in *Chicana Feminist Thought*.

Norma Alarcon, “Traddutora, traditora : a paradigmatic figure of Chicana feminism.” *Cultural Critique*, No. 13 (Autumn 1989): 57-87. CARMEN.

Alicia Gaspar de Alba, “The Politics of Location of the Tenth Muse of America: An Interview with Sor Juana Inés de la Cruz,” 136-165, in *Living Chicana Theory*.

February 20 – Sexuality and Queer Identities

Patricia Zavella, “*Talkin’ Sex*: Chicanas and Mexicanas Theorize about Silences and Sexual Pleasures,” 228-253, in *Chicana Feminisms*.

Aída Hurtado, “The Politics of Sexuality in the Gender Subordination of Chicanas,” 383-428, in *Living Chicana Theory*.

Gloria Anzaldúa, “To(o) Queer the Writer—Loca, escritora and chicana,” 263-276, in *Living Chicana Theory*.

Emma Pérez, “Irigaray’s Female Symbolic in the Making of Chicana Lesbian *Sitios y Lenguas* (Sites and Discourses),” 87-101, in *Living Chicana Theory*.

WEEK 9

February 25– Gendered Violence

Yvette Flores-Ortiz “La Mujer y la Violencia: A Culturally Based Model for the Understanding and Treatment of Domestic Violence in Chicana/Latina Communities” in *Chicana Critical Issues*, eds. Normal Alarcón [...et al]. CARMEN.

Antonia I. Castañeda, “History and Politics of Violence Against Women,” 310-319, in *Living Chicana Theory*.

Rosa Linda Fregoso, “Toward a Planetary Civil Society” (pp. 1-29) *meXicana encounters*. CARMEN.

February 27 – Mestizaje and Borderlands

Gloria Anzaldúa, “The Homeland, Aztlán” (pp.23-35) and “*La conciencia de la mestiza/ Towards a New Consciousness*” (pp.99-120) in *Borderlands/La Frontera* (San Francisco: Aunt Lute Books, 1989), CARMEN.

Chela Sandoval, “Mestizaje as Method: Feminists-of-Color: Challenge the Cannon,” 352-370, in *Living Chicana Theory*.

Emma Pérez, “Sexing the Colonial Imaginary: Engendering Chicano History, Theory, and Consciousness,” 3-30, in *The Decolonial Imaginary: Writing Chicanas into History* (Bloomington: Indiana University Press, 1999). CARMEN.

WEEK 10

March 3 - Spirituality

Lara Medina, “Los Espíritus Siguen Hablando: Chicana Spiritualities,” 189-213, in *Living Chicana Theory*.

Laura Pérez. “Spirit Glyphs,” 17-49, *Chicana Art: the Politics of Spiritual and Aesthetic Altarities* (Durham: Duke University Press, 2007). CARMEN.

March 5 – Chicanas and Post-Modernity – **FINAL PAPER DUE**

Paula M. L. Moya, “Chicana Feminism and Postmodernist Theory,” *Signs*, Vol. 26, No. 2. (Winter, 2001), pp. 441-483. CARMEN.

Chela Sandoval, “New Sciences: Cyborg Feminism and the Methodology of the Oppressed,” in *The Cybercultures Reader*, 374-390. CARMEN.

FINAL EXAM: Wed, March 12, 1:30 PM - 3:18 PM, 291 Journalism Building

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **575**

Course Decimal

Full Course Title **Issues in Contemporary Feminist Theory**

Transcript Title **ISU CONTP FEM THRY**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix Course Number **575** Generic course or decimal subdivision?

Full Course Title **Issues in Contemporary Feminist Theory**

Transcript Title **ISU CONTP FEM THRY**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
Examination of particular contemporary issues which have crucial implications for feminist inquiry (topics vary).

Course Description **Examination of particular contemporary issues which have crucial implications for feminist inquiry (topics vary).**

Terms Offered

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time

Distribution of Class Time _____

Omit distribution of class time from printing?

Prerequisites

Prerequisites **Prereq: 299 or 300 or permission of instructor.**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Repeatable?

Max Repeatable
Credit Hours

Grade Option **L**

Honors Statement

Repeatable?

Cross
Listed?

Course part of a
sequence?

Grade Option Letter S/U Progress

GEC Course

General Course
Information
Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **D**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size

Proposed Number of Sections Per Year

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

This course is the capstone course for the Women's Studies major. Students are expected to enroll in the core course of WS 300 (previously 299) prior to taking this senior level course. Therefore, this should serve as the only prerequisite for this course versus the previous generic prerequisite of ?10 cr hrs in wom stds.?

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

Women's Studies 575
Issues in Contemporary Theory

Professor Cynthia Burack
274 University Hall
Phone: 614.292.2210
Hours: Tuesday 3:30-5:30
and by appointment

Autumn 2007

Feminist theorists analyze and critique social and political arguments and practices whose consequences they understand to disadvantage individuals because of their gender, race, class, or sexuality. One kind of feminist theory inquires into the intellectual, moral, and emotional investments of non- and anti-feminists in an attempt to clarify the stakes of political thought and action in the contemporary United States. In this course, we will examine a variety of feminist arguments about conservative philosophies, policies, motivations, justifications, and investments. We will give some attention to the phenomenon of social and economic conservatives who are identified with historically marginalized groups.

Required Texts

Amy E. Ansell, editor, *Unraveling the Right: The New Conservatism in American Thought and Politics* (Westview Press)
Cynthia Burack and Jyl J. Josephson, *Fundamental Differences: Feminists Talk Back to Social Conservatives* (Rowman and Littlefield)
Angela Dillard, *Guess Who's Coming to Dinner Now? Multicultural Conservatism in America* (New York University Press)
Bob Altemeyer, *The Authoritarians*
(<http://members.shaw.ca/jeanaltemeyer/drbob/TheAuthoritarians.pdf>)

Course Requirements

You must complete all readings by the dates indicated on the schedule below. I expect you to attend all class meetings, and I will keep track of attendance through the distribution of a role sheet at the beginning of every class period. You may miss 2 classes without penalty; for every absence after the 2nd, 3 points will be subtracted from the highest possible grade for the Final Paper Project. Students with problems that require long absences from class during the quarter must speak to me. Late arrival at class should only occur in the event of an emergency. If you consistently arrive late or leave class early you will be counted absent for those days. In the absence of special circumstances you should be prepared to begin class on time with the necessary materials.

The class will be conducted in a mixed lecture/discussion format; I will use lectures to deliver background and explanatory information. I expect that all students will participate in class discussions in a candid, thoughtful, and respectful manner. Please feel

free to ask questions at any time. You should plan to take notes during lectures and discussions in order to enhance your understanding and retention of information.

The Office for Disability Services (ODS) offers a variety of services and auxiliary aids for students with documented disabilities. To access services, students must provide ODS with documentation of the disability. ODS is located in 150 Pomerene Hall; you can contact them at 292-3307.

The OSU Writing Center, which offers free tutoring to students, is located at 475 Mendenhall Lab. You can obtain more information about the Center at http://cstw.ohio-state.edu/writing_center/index.htm, and you may contact them at 688-4291.

Plagiarism Policy

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment.

Examinations

There will be two regular examinations in this course. The exams will be structured exclusively as essays. Approximately two weeks before each exam I will distribute a study sheet with questions for which you should prepare responses. These questions will require synthesis and analysis of material from readings and class discussions. For each exam, I will select one question, and this question will constitute the exam. You may not use notes or texts in the exams. If you miss the mid-term exam for any reason you will make up that exam during the second hour of the class final examination period.

Final Paper

Women’s Studies 575 requires completion of a final writing project. The final paper is due on Wednesday, December 5th at the final exam. We will discuss the paper in depth in class, but basic guidelines for this final paper project appear below:

1. You should choose a topic for this paper from a list of topics to be distributed in class.
2. Each paper should be no briefer than 8 full pages of text and no longer than 10 full pages of text in 12-point font (excluding bibliography).

3. Papers must be clearly written with attention to content, organization, style, and mechanics. The grade for this project will reflect all these dimensions of writing (I will provide a handout with some guidelines for paper writing).
4. Be aware of the University's plagiarism policy. Papers must include a brief honors statement on the cover page that pledges all contents to be the work of the author (with appropriate citations to texts you use in the process of research and writing).
5. The paper must include a bibliography of no fewer than 6 items (books, journal articles or essays/chapters). You may use sources from our class readings, but at least two sources must be materials outside our reading list. These outside sources must be relevant pieces of literature on the topic of your paper, and they must be appropriately integrated into your paper (in other words, brief quotations from these sources embedded in your paper will not fulfill this requirement).

Grading

Midterm exam	1/3
Final exam	1/3
Final Paper Project	<u>1/3</u>
	100%

Schedule of Readings and Examinations

This schedule is subject to change. Changes announced in class will be understood to have been added to the course syllabus.

Thu Sep 20 Introductions, Introduction to the Course, and Pre-“Test”

Political Challenge

Tue Sep 25 **Berlet**, “Following the Threads” in Ansell (pps 17-40). Read carefully and bring questions to class

Thu Sep 27 **Burack and Josephson**, “Introduction” in Burack and Josephson (pps 1-8); **Campbell**, “Reading the Rhetoric of ‘Compassionate Conservatism’” in Burack and Josephson (pps 113-126)
Attendance policy takes effect

Antifeminism in Theory and Practice

- Tue Oct 2 **Diamond**, “The Personal is Political: The Role of Cultural Projects in the Mobilization of the Christian Right” in Ansell (pps 41-55); **Hardesty**, “Kitchen Table Backlash: The Anti-Feminist Women’s Movement” in Ansell (pps 105-125)

Race and Racialization

- Thu Oct 4 **Ansell**, “The Color of America’s Culture Wars” in Ansell (pps 173-191); **Fitzgerald**, “A Liberal Dose of Conservatism: The ‘New Consensus’ on Welfare and Other Strange Synergies” in Burack and Josephson (pps 95-110)
- Tue Oct 9 **Withorn**, “Fulfilling Fears and Fantasies: The Role of Welfare in Right-Wing Social Thought and Strategy” in Ansell (pps 126-147). *Mid-Term Questions Distributed*
- Thu Oct 11 **Dillard**, *Guess Who’s Coming to Dinner Now?*, “Introduction” (pps 1-23); Chapter 1: “Malcolm X’s Words in Clarence Thomas’s Mouth” (24-54)
- Tue Oct 16 **Dillard**, *Guess Who’s Coming to Dinner Now?*, Chapter 2: “Toward a Politics of Assimilation” (pps 56-98)
- Thu Oct 18 **Dillard**, *Guess Who’s Coming to Dinner Now?*, Chapter 3: “I Write Myself, Therefore I Am” (pps 99-136). *In-Class Film (take notes—the film will be included in the mid-term and/or final exam).*

- Tue Oct 23 *Mid-Term Exam*

Organizing Around Sexuality

- Thu Oct 25 **Snyder**, “Neopatriarchy and the Antihomosexual Agenda” in Burack and Josephson (pps 157-171); **Josephson**, “The Missing Children: Safe Schools for Some” (pps 173-187). *Turn in one page statement of intent for final paper project that includes topic and a bibliography (note: outside sources must be included)*

Tue Oct 30	Stacey and Biblarz , “(How) Does the Sexual Orientation of Parents Matter?” in Burack and Josephson (pps 27-64)
Thu Nov 1	Mink , “From Welfare to Wedlock: Marriage Promotion and Poor Mothers’ Inequality” in Burack and Josephson (pps 207-218)
Tue Nov 6	Dillard , “Chapter 4: Strange Bedfellows” (pps 137-170); Lehr , “‘Family Values’: Social Conservative Power in Diverse Rhetorics” in Burack and Josephson (pps 127-142)
Thu Nov 8	Burack , “From Doom Town to Sin City: Chick Tracts and Antigay Political Rhetoric,” <i>New Political Science</i>
Tue Nov 13	Smith , “Why Did Arney Apologize? Hegemony, Homophobia, and the Religious Right” in Ansell (148-172)

Synthesis

Thu Nov 15	Altemeyer , <i>The Authoritarians</i> , Introduction, Chapters 1 and 2
Tue Nov 20	Final Exam Questions Distributed. Altemeyer , <i>The Authoritarians</i> , Chapters 3 and 4
Thu Nov 22	No Class—Thanksgiving Break
Tue Nov 27	Final Paper Draft Due—Exchange, read and evaluate in class. Attendance is required.
Thu Nov 29	Last Day of Class. Altemeyer , <i>The Authoritarians</i> , Chapter 5
Wed Dec 5	Final Exam, 11:30-1:18 pm in this room. Final Papers Due

Course Change Request

Academic Organization and Curriculum Handbook

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix

Course Number **576**

Course Decimal

Full Course Title **Women and Visual Cultures of Latin America**

Transcript Title **WOM&VIS CULT LAT A**

Level **U G**

Credit Hours **5**

College **HUM**

Course Bulletin Listing **WOM STDS - WOMEN'S STUDIES**

Course Prefix Course Number **576** Generic course or decimal subdivision?

Full Course Title **Women and Visual Cultures of Latin America**

Transcript Title **WOM&VIS CULT LAT A**

Level Undergraduate Graduate Professional **Credit Hours** 5

Proposed Effective Year 10 **Proposed Effective Term** Winter Quarter

Course Bulletin

Course Description
Analysis of Latin American women visual artists of 20th and 21st centuries, with emphasis on contemporary feminist theories of visual culture.

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Terms Offered

Terms Offered **Quarter(s)**
 Autumn
 Winter
 Spring
 Summer
 Summer 1
 Summer 2

Offering Pattern **This year**

Offering Pattern This year Every other year

Distribution of Class Time

Distribution of Class Time 2 2-hr classes

Prerequisites

Prereq: 10 cr hrs of wom stds course work or permission of instructor.

Prerequisites **Prereq: 5 cr hrs in wom stds or Honors standing or permission of instructor**

Exclusion or Limiting Clause

Exclusion or Limiting Clause

Electronic enforcement of prerequisites?

Repeatable?

Max Repeatable
Credit Hours

Grade Option **L**

Honors Statement

Repeatable?

Cross
Listed?

Course part of a
sequence?

Grade Option Letter S/U Progress

GEC Course

General Course
Information
Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 050207

Subsidy Level **B**

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 0

Proposed Number of Sections Per Year 0

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Is approval of this request contingent upon the approval of other course or curricular requests? Yes No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

We are requesting the change in prerequisites in hopes of increasing our enrollments as well as to provide more opportunities to Honors students. We feel that adjusting the prerequisites will enhance undergraduate education by providing students an opportunity to take courses of interest without requiring them to enroll in more lower level classes first.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name Linda Bernhard

Faculty Email bernhard.3@osu.edu

Contact Name Lynaya Elliott

Contact Dept Women's Studies

Contact Email elliott.255@osu.edu

Contact Phone 4-1607

Women's Studies 576: Women and Visual Cultures of Latin America
Winter 2007
T/R 3:30-5:00pm
Dreese Laboratories 357

Dr. Ruby C. Tapia
Hagerty Hall 436
292.9939
Email: tapia.14@osu.edu
Office Hours: Thursdays, 1:30-3:00 and by appointment

Prerequisites:

Women's Studies 101/110 and 5 additional credits of Women's Studies or approved related course work.

Course Description:

This interdisciplinary course offers students an introduction to Latin American women visual artists of the 20th and 21st centuries. Focusing primarily on the mediums of photography, film, painting, and performance, students will examine visual texts produced by specific women artists in Mexico, Argentina, Colombia, Chile, Cuba, Panama, and other countries of Latin America for how they depict and analyze the intersections of gender, sexuality, class, disability, race and ethnicity within the contexts of colonialism, nationalism, and globalization. Introductory readings and discussions about the social relationships and cultural and theoretical practices that attend modernity and postmodernity will complement our treatment of these artists' works. Of primary importance will be the examination of these texts and contexts with an emphasis on contemporary feminist theories of visual culture. Class discussions and texts will be in English, and/or contain English subtitles.

Course Goals:

- Provide overview of approaches to the study of visual culture (historical, ideological, psychoanalytic, feminist, etc.)
- Offer basic knowledge about a selection of Latin American women visual artists, their work, and the social and cultural contexts of its production
- Highlight the representation of gendered roles, identities, and struggles within the work and criticism of these artists
- Conduct research and produce web resource – including biographies and bibliographies – on Latin American Women visual artists

Required Texts:

Print:

- Gillian Rose, [Visual Methodologies: An Introduction to the Interpretation of Visual Materials](#). London: Sage, 2001 (excerpts available on CARMEN as pdfs).

- Marjorie Agosin, Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile, 1974-1994. Albuquerque: University of New Mexico Press, 1996 (available as electronic book on OSCAR).
- Ruby C. Tapia, Ed. Course Reader: Gender and Visual Cultures of Latin America. Available from Zip Publishing and at SBX.

Film:

- Maria Luisa Bemberg, *Yo, La Peor de Todas/ I, the Worst of All*
- Fernando de Fuentes, *Doña Barbara*
- Lourdes Portillo and Susana Muñoz, *Las Madres: The Mothers of the Plaza de Mayo*
- Lourdes Portillo, *Señorita Extraviada*
- Ursula Biemann, *Performing the Border*
- Coco Fusco and Guillermo Gomez-Peña, *Couple in a Cage*

Course Website:

Women’s Studies 576 has its own WebCT website, which students can access by opening their web browser (such as Netscape Navigator or Explorer), going to www.carmen.osu.edu, and logging on with their username. The course syllabus, requirements, assignments, and announcements can be found on the web site.

Course Requirements and Grading System:

The success of students’ performance in this course depends on their fulfillment of all requirements stipulated in this syllabus. Students must

- attend all class meetings
- arrive on time and stay for the full class period
- prepare for classes by completing all reading assignments by their due dates
- contribute to a productive learning environment by participating appropriately and respectfully in class discussions
- complete every assignment by its due date

Students will earn their grade based on the following grading system and breakdown of assignments and percentages:

		B+	87-89%	C+	77-79%	D+	67-69%
A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%

Attendance	10%
Class Participation	15%
Group Presentation	15%
Reading Response Journal	20%
Research Assignment, Web Component	20%
Research Assignment, Paper Component	20%

Attendance (10%) and Participation (15%)

The class is designed to accommodate and to promote substantive analyses and discussions of the assigned readings and visual material. While these texts will be supplemented by periodic mini-lectures, the intention of the course is to establish a temporary formal work group, every member of which will contribute constructively to the collective project of exploring the course themes. It will be impossible for students to have an optimal learning experience if they do not attend every class meeting, having read every assigned text carefully and well enough in advance to allow themselves time to absorb the material. Attendance will be taken during every class meeting. Students should be certain to sign the roll sheet. Late assignments be accepted only in cases of extreme emergency. In this case, students must contact the professor with written documentation of the emergency and obtain explicit permission to turn in the assignment.

Group Presentations (15%)

Students will complete one small-group presentation on an assigned visual text. The professor will make the assignments at the beginning of the quarter and distribute details about each group's responsibilities one week in advance of their presentation. The text will not be assigned to the rest of the class, so the group will be responsible for introducing the piece and (perhaps) the artist, and for leading a short discussion.

Reading Response Journal (20%)

Each student is required to keep a journal of responses to the assigned theoretical texts. Each weekly response should total 350-400 words, and should briefly address the following questions with regard to one of the assigned texts for that week. (Consult assignment schedule to determine which text).

1. What is the author's main argument/s?
2. To what gendered issues or themes is the author's work relevant? How does the work theorize connections between gender, other social categories/issues, and visual culture?
3. What connections do you see between the issues/arguments raised in this text and other discussions or texts we've engaged in the course?
4. What did you find most compelling about the work? What new experience/notion/image of gender and visual culture in Latin America did it present for you?

On days when reading responses are due, ten to fifteen minutes will be devoted to a reading response exchange, in which students will pair up and share with one another their responses for that week. This exercise is meant to encourage diligent reading habits, to facilitate critical thinking, and to provide an alternative to more traditional modes of sharing knowledge and ideas in the classroom. The instructor will collect the responses at the end of the class period and return them to students with a grade based on evidence of careful reading, effective writing, and the level of engagement with the assigned questions. Each reading response is worth 10 points total. Grades will be assigned according to the following criteria.

1. Careful reading: Worth 2 points. Considerations: whether or not the student read the text completely and carefully. If it is clear from their response that they did not, I will deduct points.

2. Clear, careful, grammatically correct writing: Worth 1 point. Considerations: whether or not the student took time to convey her/his ideas carefully and with attention to her/his writing.
3. Thoughtful answer to question 1, reflective of clarity on the text's arguments/purpose: Worth 2 points.
4. Thoughtful answer to question 2, reflective of an effort to situate the text within/in reference to broader discussions/ideas about gender, other social categories/issues, and visual culture. Worth 2 points.
5. Thoughtful answer to question 3, reflective of an effort to connect the text to other readings/discussions encountered in the course. Worth 2 points.
6. Thoughtful answer to question 4, reflective of sincere engagement with texts and ideas presented within them: Worth 1 point.

**Two-Part Research Assignment:
Html page (20%) and 6- Page Paper (20%) on Artist of Choice**

Html page

Each student will create a profile of a Latin American woman artist of their choice, and submit it to the instructor as an html file. The page will include biographical information on the artist, as well as a bibliography that includes the artist's works and U.S. and Latin American-published popular and scholarly critical reception of these works. A list of suggested artists will be distributed during the third week of class, but students may work on any Latin American woman visual artist of their choice. The individual html files that students produce will be published as part of a website on Latin American Visual Artists that the instructor will create. All students will be given credit as co-authors.

Paper

In addition, each student will write a 6-page paper of feminist criticism of two works by the artist they've chosen to research. The paper must examine how the works depict or address gendered issues and identities prevalent at the historical moment of their production.

These two assignments comprise a quarter-long independent project, the final products of which are due on Friday of finals week. Both components of this assignment will be facilitated by instructor-guided orientations to the Latin American Studies collection in our library, as well the visual arts resources in the Fine Arts Library, and an orientation to online digital media databases. Students will turn in progress reports documenting their research activities during Weeks 5, 7, and 9.

Statement on Academic Misconduct

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 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Statement on Plagiarism

As defined by University Rule 3335-31-02, plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

- Always cite your sources
- Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE!

Accommodation of students with disabilities

Students who wish to have an accommodation for disability are responsible for contacting the professor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Resources

Professor: Please make use of the professor's office hours to discuss the course material and assignments, and/or any questions or concerns you may have.

Library Collections:

You may wish to make an appointment for reference services with the following individuals:

Edward A. Riedinger, Head of Latin American Collection at OSU Libraries

Linda Krikos, Head of Women's Studies Collection at OSU Libraries

Leta Hendricks, Reference Librarian for fine arts resources

The OSU Writing Center: The OSU Writing Center offers free individual tutoring with writing consultants who can help writers working at any level. While I encourage you to take advantage of this resource, you are not required to do so, and any/all of your visits to the Center can remain confidential. The Center is located in room 485, Mendenhall Lab, on the south side of the Oval. Phone: 688-5865. Website: <http://www.cohums.ohio-state.edu/cstw/writingcenter.html>.

The instructor reserves the right to make changes to the syllabus if the need arises.

Schedule of Readings, Discussions, and Assignments

Unit 1:
Introduction: Gender and Visual Cultures of Latin America

Week Two:

Tuesday, January 9: Welcome and Administrative Issues

Thursday, January 11:

Texts:

Frida Kahlo documentary

Week Three:

Tuesday, January 16:

Lecture and Discussion: *Visual Culture: What is it?*

Thursday, January 18:

Texts:

Gillian Rose, *Visual Methodologies*, Chapter 1, pp. 5-32.

Gustavo Verdesio. "Colonialism Now and Then: Colonial Latin American Studies in Light of the Predicament of Latin Americanism." Colonialism Past and Present: Reading and Writing About Colonial Latin America Today. Eds. Alvaro Felix Bolanos and Gustavo Verdesio. Albany: State University of New York Press. 2002. 1-18. Course Reader

Nelly Richard. "Women's Art Practices and the Critique of Signs." Beyond the Fantastic: Contemporary Art Criticism from Latin America. Ed. Gerardo Mosquera. London and Cambridge: MIT Press, 1996. 145-153. Course Reader

Lecture and Discussion: *Introduction to Latin American Women's Art of the 20th Century: Diversity in Text and Colonial Contexts*

Unit 2:
Re-membering Pain and Belonging: The (Gendered) Body in the (National) Self/"Portrait"

Week Four:

Tuesday, January 23: Meet at Fine Arts Library for orientation to resources

Thursday, January 25:

Texts:

Gannit Ankori. "Introduction: Frida Kahlo's Search for Self," "The Body-Self," and "The Broken Body, The Double Self." In Imaging Her Selves: Frida Kahlo's Poetics of Identity and Fragmentation. Westport: Greenwood Press, 2002. Course Reader

Lecture and Discussion: *Situating Identity and Fragmentation in the Work of Frida Kahlo*

Week Five:

Tuesday, January 30:

Robin Adele Greeley. "Painting Mexican Identities: Nationalism and Gender in the Work of Maria Izquierdo." Oxford Art Journal. 23:1 (2000) 51-72. Course Reader

Luis Rius Caso. "Leonora Carrington's Magical World of the Mayas." Artes de Mexico. No. 64(2003) 42-9, 74-6. Course Reader

Due: Reading Response to Greeley's, "Painting Mexican Identities."

Due: Progress Report on Research: Indicate Choice of Artist and Reason

Due: Small Group Presentation I

Lecture and Discussion: *Landscapes of Struggle: Gender, Authenticity, and the Visual Form of Nation*

Unit 3:

Photographic Subversions:

The Form of Difference in the Work of Tina Modotti and Lola Alvarez Bravo

Thursday, February 1:

Carol Armstrong. "This Photography Which Is Not One: In the Gray Zone with Tina Modotti." October. No. 101 (Summer 2002) 19-52. Course Reader

Sarah M. Lowe. "The Immutable Still Lives of Tina Modotti: Fixing Form." History of Photography. V.18 (Autumn 1994) 205-210. Course Reader

Lecture and Discussion: *In the Gray Zone of Art, Politics and Identity: Tina Modotti*

Due: Reading Response to Armstrong's "This Photography."

Week Six:

Tuesday, February 6:

Texts:

Elizabeth Ferrer. "Lola Alvarez Bravo: A modernist in Mexican Photography." History of Photography. V. 18 (Autumn 1994) 211-18. Course Reader

Olivier Debroyse, Lola Alvarez Bravo: In Her own Light (excerpts). Tuscon: Center for Creative Photography, 1994. Course Reader

Due: Small Group Presentation 1

Lecture and Discussion: *Transient Issues: Politics, Aesthetics, and Home*

Unit 4:

(Melo)Dramatic (Re)Visions of Gender and Sexuality: Matilde Landeta and Maria Luisa Bemberg

Week Seven:

Tuesday, February 13:

Texts:

Joanne Hershfield. "Mexican Cinema and the Woman Question." and "Cinema, Woman, and National Identity." in Mexican Cinema/Mexican Woman, 1940-1950. Tuscon: University of Arizona Press, 1996. 35-77. Course Reader

Due: Reading Response to Hershfield, "Cinema, Woman, and National Identity."

Due: Progress Report on Research, Including Preliminary Bibliography

Small Group Presentation 2

Thursday, February 8:

Dona Barbara, view in class

Thursday, February 15

Maria Luisa Bemberg, *Yo, La Peor de Todas/Il, The Worst of All*, 1990, view in class

Bruce Williams. "A Mirror of Desire: Looking Lesbian in Maria Luisa Bemberg's *I, The Worst of All*." Quarterly Review of Film and Video. 133-144. Course Reader

Week Eight:

Tuesday, February 20:

Texts:

Lecture and Discussion: *La Negra y La Peor* : *The Gender and Sexual Politics of Landeta and Bemberg*

Unit 5:

Conceiving Locations, Capturing Flux: Photography, Modernity and/after Postmodernity

Thursday, February 22:

Texts:

- Nestor Garcia-Canclini. "Modernity after Postmodernity." Beyond the Fantastic. 20-53. Course Reader
Works by Artist, TBA

Due: Reading Response to Nestor Garcia-Canclini, "Modernity after Postmodernity."

Due: Small Group Presentation 3

Lecture and Discussion: *Women Imaging Modernity and/after Postmodernity*

Week Nine:

Tuesday, February 27:

Texts:

- Paz Errazuriz. "Chilean Disguises." Desires and Disguises. 29-40.
- Francine Masiello. "From Museum to Street: Poetry of the New Millenium." The Art of Transition: Latin American Culture and Neoliberal Crisis. 219-286. Course Reader
- Nelly Richard. "Chile, Women and Dissidence." 137-144. Beyond the Fantastic. Course Reader

Due: Progress Report on Research, Including Expanded Bibliography and Outline of Paper

Lecture and Discussion: *Image as Dissidence and Disguise: Chile*

Unit 6:

Documenting Transgressions: Death, Disappearance, and the Visual Production of Memory

Thursday, March 1:

Texts:

- Evening Screening, Portillo and Susana Munoz, *Las Madres: The Mothers of Plaza de Mayo*, 1985, Location and time TBA
- Diana Taylor, "Performing Gender: Las Madres de la Plaza de Mayo." Negotiating Performance: Gender, Sexuality, and Theatricality in Latin/o America. Eds. Diana Taylor and Juan Villegas. Duke University Press, 1994. 275-305. Course Reader
- Marjorie Agosin. Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile, 1974-1994. Albuquerque: University of New Mexico Press, 1996. Chapters 1-3, xi-90. (Available electronically, OSCAR)

Lecture and Discussion: *Tapestries of Memory: Crafting Women's Resistance*

Due: Small Group Presentation 4

Week Ten:

Tuesday, March 6:

Texts:

- Marjorie Agosin. Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile, 1974-1994. Albuquerque: University of New Mexico Press, 1996. Chapters 4-5, 91-136. (Available electronically, OSCAR)
- Lourdes Portillo, *Senorita Extraviada*, 2002, view in class.

Due: Reading Response on Agosin, Tapestries of Hope.

Unit 7:

Performance: Writing Corpuses, Narrating Stages

Thursday, March 8:

Coco Fusco, "The Bodies That Were Not Ours." The Bodies That Were Not Ours. New York: Routledge, 2002. 8-18.

Coco Fusco. Latin American Performance and the *Reconquista* of Civil Space." Corpus Delecti: Performance Art of the Americas. Ed. Coco Fusco. New York: Routledge, 1999. 1-22. Course Reader

Coco Fusco and Guillermo Gomez-Pena, *The Couple in the Cage*, view in class.

Texts:

Finals Week:

Friday, March 15

Due: html file on CD and Final Papers