Syllabus: WGSS 4597  
Gender and Democracy in the Contemporary WORLD  
SPRING 2015

# Course overview

## Instructor

Instructor: Cricket Keating

Email address: keating.60@osu.edu

Phone number: 614-688-3827

Office hours: Mon 2:30-4:30 or by apt

## Course description

The course will focus on the topic of gender, race and democracy in the contemporary world. Although the notion of equality is critical to democracy as an ideal, gendered and racialized subordination and marginalization often mark democratic politics. In contemporary democracies across the world, for example, women and people of color are often under-represented and marginalized in legislatures and other decision-making bodies, face processes of social, legal, and economic subordination, and have differential access to the benefits of citizenship. In the course, students will explore the following questions: What are feminist and critical race critiques of theories and practices of democracy? How have feminists and critical race theorists from various contexts across the globe analyzed issues central to democracy such as citizenship, representation, and participation? What are models of a more egalitarian democracy and how might they be fostered? Throughout the course, we will examine the interplay of gender, race, class, sexuality, and nationality in relation to these questions.

## Course learning outcomes

This course fulfills the goals and expected learning outcomes of the GE Cross-Disciplinary Seminar category:

**Goals:**

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

**Expected Learning Outcomes:**

1. Students understand the benefits and limitations of different disciplinary perspectives.

2. Students understand the benefits of synthesizing multiple disciplinary perspectives.

3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

## Course materials

### Required

Joni Seager*, The Penguin Atlas of Women in the World*

Charles Mills, *The Racial Contract*

Hilary Klein, *Compañeras: Zapatista Women’s Stories*

Jenny Cameron, et. al. *Take Back the Economy*

Additional course readings will be available on Carmen. To access these readings, open your web browser and go to this address: carmen.osu.edu. To log in, use the same username and password you use to check your OSU email. Once you’ve successfully logged in, you will see our course listed. To enter it, click on its name.

## Course technology

### Baseline technical skills necessary for online courses

* Basic computer and web-browsing skills
* Navigating Carmen

### Technology skills necessary for this specific course

* CarmenConnect text, audio, and video chat
* Collaborating in CarmenWiki
* Recording a slide presentation with audio narration
* Recording, editing, and uploading video

### Necessary equipment

* Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
* Webcam: built-in or external webcam, fully installed
* Microphone: built-in laptop or tablet mic or external microphone

### Course Technology support

Please contact me if you have any questions about course technology. Also, please refer to the links below:

<https://odee.osu.edu/resourcecenter/carmen>

<https://odee.osu.edu/resourcecenter/carmenconnect>

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please contact me.

* [Carmen (Desire2Learn) accessibility](http://www.desire2learn.com/products/accessibility/" \t "_blank)
* Streaming audio and video
* Synchronous course tools

## Course format

Our class will be utilizing CarmenConnect for lectures and discussion. The program will be synchronous which means that we will all meet at the same time (but not place). I recommend exploring CarmenConnect before the start of the semester in order to become familiar with it. Please email me if you have any trouble accessing the program.

# Grading and faculty response

## Grades

| Assignment or category | Points |
| --- | --- |
| Class Participation: | 25 |
| Essay 1 | 25 |
| Essay 2 | 25 |
| Final Project | 25 |
| Total | 100 |

*See course schedule, below, for due dates*

## Late assignments

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. All assignments are due in the Carmen dropbox at the end of day specified in the syllabus. A late paper will be penalized by half a grade for every day that the paper is overdue.

## Grading scale

93–100: A   
90–92.9: A-   
87–89.9: B+  
83–86.9: B  
80–82.9: B-   
77–79.9: C+   
73–76.9: C  
70 –72.9: C-   
67 –69.9: D+   
60 –66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For assignments, you can generally expect feedback within **7 days**.

### E-mail

In your emails to me, please make sure to put our course number in your subject line (WGSS 4597). I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Course requirements

## Participation (25 points)

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

* **Discussion forum reading responses:** Before Thursday of each week, please post a two-three paragraph response to the reading questions posted on Carmen (15 points).
* **Discussion forum peer responses:** Each week, please comment upon at least two other students’ reading response posts (5 points).
* **Small group work:** Over the course of the semester,we will break up into small groups to watch films and comment upon films together synchronously in CarmenConnect or a group chat forum of your choosing. Each small group will schedule their synchronous film-viewings together at a time that all may attend. After your viewing, you will send a transcript of the group chat to our Carmen dropbox. For your film-viewings, discuss ways that the film that you are watching together: 1) links to the theories that we are reading together 2) speaks to your discipline, major, or minor 3) helps you to understand the relationship between race, gender and democracy (5 points).

## Essay 1 (25 points)

In a 5 page essay, analyze an aspect of gendered social, economic, or political life through the lens of a social contract. What are the terms and conditions of the social contract in relation to this example? If the relationships are hierarchical, how are the relations of rule justified? If the relationships are non-hierarchical, how are relations of egalitarian political solidarity maintained?

## Essay 2 and Google Map Exercise (25 points)

For this 5 page essay, research an effort to build gender-just democracy in a particular contemporary political context. In addition to the essay, put a “pin” up on our Gender-Just Democracy Google Map that explains the intervention.

## Final Project (25 points)

Drawing on the readings of this class, develop an intervention that can contribute to a more democratic social, economic, or political life. You can document your ideas for this intervention in a variety of formats; options include an activist project, an experiment in participatory decision-making, a game, or a technological intervention (such as an app). This project can be done individually or as a group.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
* **Tone and civility**: Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
* **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
* **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

# Other course policies

## Accessibility Policies and Services

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu).

**Student Academic Services**

Arts and Science Advising and Academic Services provides comprehensive academic support. To access information, resources, and support, please contact them at or 614-292-6961 or <http://artsandsciences.osu.edu/current-students/university-resources>.

**Student Service Center**

The Student Service Center – or SSC – provides customer service for these offices: Student Financial Aid, University Bursar and University Registrar. To access these services, please contact them at 614-292-0300 or <http://ssc.osu.edu>.

## Academic integrity policy

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html))
* Ten Suggestions for Preserving Academic Integrity ([*Ten Suggestions*](http://oaa.osu.edu/coamtensuggestions.html))
* Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.html)

# Course schedule

| Week | Dates | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | 1/11-1/15 | Introductions to course and to each other  Readings:   * Cynthia Enloe, “Gender Makes the World Go Round: Where are the Women” (Carmen) * Joni Seager, *The Penguin Atlas of Women in the World,* 1-19. |
| 2 | 1/18-1/22 | **Feminist and Critical Race Perspectives on the Social Contract**  **Readings:**   * Carole Pateman*,* Selections from *The Sexual Contract* (Carmen) * Synch-watch Film: *Iron-Jawed Angels* |
| 3 | 1/25-1/29 | **Feminist and Critical Race Perspectives on the Social Contract**  **Readings:**   * **Charles Mills, *The Racial Contract*, 1-91.** * **Joni Seager, *The Penguin Atlas of Women in the World,* 32-43.** |
| 4 | 2/1-2/5 | **Feminist and Critical Race Perspectives on the Social Contract**  **Readings:**   * **Charles Mills, *The Racial Contract,* 91-145.** * **Melissa Harris-Perry, Selections from *Sister Citizen* (Carmen)** * **Joni Seager, *The Penguin Atlas of Women in the World,* 1-44-59.** * **Synch-watch film: *The Murder of Emmett Till*** |
| 5 | 2/8-2/12 | **Feminist and Critical Race Perspectives on the Social Contract**  **Readings:**   * **Christine Keating, *Decolonizing Democracy*  (Carmen)** * **Joni Seager, *The Penguin Atlas of Women in the World,* 94-106.**   Essay 1 due |
| 6 | 2/15-2/19 | On Participatory Democracy  Readings:   * Boaventura de Sousa Santos, “Participatory Democracy” (Carmen) * **Dana Nelson, “The President in 2045, or, Managed Democracy (Carmen)** * Joni Seager, *The Penguin Atlas of Women in the World,* 74-91. * Synch-watch film: A Place Called Chiapas |
| 7 | 2/22-2/26 | **On Participatory Democracy**  **Readings:**   * Hilary Klein, *Compañeras: Zapatista Women’s Stories* |
| 8 | 2/29-3/4 | **On Participatory Democracy**  **Readings:**   * Hilary Klein, *Compañeras: Zapatista Women’s Stories* |
| 9 | 3/7-3/11 | * Google Map presentations & Essay 2 due |
|  | 3/14-3/18 | Spring Break |
| 10 | 3/21-3/25 | **On Participatory Democracy**  **Readings:**   * Susan Burgess and Christine Keating, Occupy the Social Contract! (Carmen) * Synch-watch film: Blueberry Soup |
| 11 | 3/28-4/1 | **On Participatory Economics**  **Readings:**   * **Jenny Cameron, et. al.,*Take Back the Economy*** * **Joni Seager, *The Penguin Atlas of Women in the World*** |
| 12 | 4/4-4/8 | **Readings:**   * **Jenny Cameron, et. al.,*Take Back the Economy.*** |
| 13 | 4/11-4/15 | **Readings:**   * **Cynthia Enloe, “The Surprised Feminist” (Carmen)** * **Jenny Cameron, et. al.,*Take Back the Economy.*** |
| 14 | 4/18-4/22 | **Readings:**   * **Cynthia Enloe, “The Surprised Feminist” (Carmen)** * **Jenny Cameron, et. al.,*Take Back the Economy*** |
| 15 | 4/22-4/29 | **Readings:**   * **Cynthia Enloe, “The Surprised Feminist” (Carmen)** * **Course Conclusions/Project Presentations (Upload project descriptions on Carmen)** |
|  | 5/2 | **Final project reflection paper due** |