

Term Information

Effective Term Summer 2016
[Previous Value](#) [Spring 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course.

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of upper-level undergraduate courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4597
Course Title	Gender and Democracy in the Contemporary World
Transcript Abbreviation	Gender/Democracy
Course Description	Highlighting perspectives from various contexts across the globe, this course explores issues of gender and democracy in the contemporary world.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 597 or PolitSc 4597.03 (597.03).

Cross-Listings

Cross-Listings Cross-listed in PolitSc 4597.03.

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Senior

Requirement/Elective Designation

General Education course:
 Cross-Disciplinary Seminar (597 successors and new)
 The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Fulfills GE: Cross-Disciplinary Seminar

Content Topic List

- Selected topics that vary based on professor/instructor

Attachments

- Keating 4597 DL Syllabus.docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- Keating 4597 DL Syllabus Review.docx: ASC eLearning Review
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

- Hello course change requests need to be submitted before registration so the earliest that this could go into effect would be SU16 *(by Heysel, Garrett Robert on 11/05/2015 07:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	10/26/2015 12:56 PM	Submitted for Approval
Approved	LaTorre, Guisela	10/26/2015 01:52 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/05/2015 07:12 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Nolen, Dawn Vankeerbergen, Bernadette Chantal	11/05/2015 07:12 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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 GEC Category 5: Capstone: Issues of the Contemporary World. By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students attain and enrich their experiences of the increasingly global nature of the contemporary world.

By the end of this course, students should successfully be able to:

Expected Learning Outcomes of this GEC Category:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

Course Objectives:

1. To understand central debates pertaining to questions of gender and democracy
2. To enhance awareness of, and respect and appreciation for, the diversity of individuals within society and of societies within the larger world community.
3. To explore approaches to questions of gender, race, and democracy in the world community
4. To synthesize and apply knowledge from diverse disciplines to understand the relationship between gender, race, and democracy in the contemporary world.
5. To demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors through discussion and analysis
6. To write about and conduct research on the issues pertaining to gender, race, and democracy in contemporary world.

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](#)
- 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:

- **Weekly live sessions:** We will have synchronous lecture/discussions sessions once a week. “Live”/synchronous attendance in 7 of them is mandatory. Transcripts of the sessions will be posted on Carmen. For those that you do not attend synchronously, read through the transcripts and post comments and questions (10 points).
- **Discussion forum reading responses:** Before our live session each week, please post a two-three paragraph response to the reading questions posted on Carmen (5 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 “synch-watch” films together. Each small group will schedule their synch-watch together in a time so that all may attend. For your synch-watches, 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 and 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.

Student Academic Services

Arts and Science Advising and Academic Services provides comprehensive academic support. To access information, resources, and support, please contact them at 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](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/11-1/15	<p>Introductions to course and to each other</p> <p>Readings:</p> <ul style="list-style-type: none"> • Paulo Freire, <i>Pedagogy of the Oppressed</i> (Carmen) • Cynthia Enloe, "Gender Makes the World Go Round: Where are the Women" (Carmen) • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 1-19.
2	1/18-1/22	<p>Feminist and Critical Race Perspectives on the Social Contract</p> <p>Readings:</p> <ul style="list-style-type: none"> • Carole Pateman, Selections from <i>The Sexual Contract</i> (Carmen) • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 20-31. • Synch-watch Film: <i>Iron-Jawed Angels</i>
3	1/25-1/29	<p>Feminist and Critical Race Perspectives on the Social Contract</p> <p>Readings:</p> <ul style="list-style-type: none"> • Charles Mills, <i>The Racial Contract</i>, 1-91. • Elsa Barkely Brown, "Negotiating and Transforming the Public Sphere: African-American Political Life in the Transition from Slavery to Freedom" (Carmen)

		<ul style="list-style-type: none"> • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 1-32-43.
4	2/1-2/5	<p>Feminist and Critical Race Perspectives on the Social Contract Readings:</p> <ul style="list-style-type: none"> • Charles Mills, <i>The Racial Contract</i>, 91-145. • Melissa Harris-Perry, Selections from <i>Sister Citizen</i> (Carmen) • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 1-44-59. • Synch-watch film: <i>The Murder of Emmett Till</i>
5	2/8-2/12	<p>Feminist and Critical Race Perspectives on the Social Contract Readings:</p> <ul style="list-style-type: none"> • Christine Keating, <i>Decolonizing Democracy</i> (Carmen) • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 94-106. <p>Essay 1 due</p>
6	2/15-2/19	<p>On Participatory Democracy Readings:</p> <ul style="list-style-type: none"> • Boaventura de Sousa Santos, "Participatory Democracy" (Carmen) • Dana Nelson, "The President in 2045, or, Managed Democracy (Carmen) • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 74-91. • Synch-watch film: A Place Called Chiapas
7	2/22-2/26	<p>On Participatory Democracy Readings:</p> <ul style="list-style-type: none"> • Hilary Klein, <i>Compañeras: Zapatista Women's Stories</i>
8	2/29-3/4	<p>On Participatory Democracy Readings:</p> <ul style="list-style-type: none"> • Susan Burgess and Christine Keating, <i>Occupy the Social Contract!</i> (Carmen) • Synch-watch film: Blueberry Soup
9	3/7-3/11	<ul style="list-style-type: none"> • Google Map presentations & Essay 2 due

10	3/14-3/18	Spring Break
11	3/21-3/25	<p>On Participatory Economics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jenny Cameron, et. al., <i>Take Back the Economy</i> • Joni Seager, <i>The Penguin Atlas of Women in the World</i>, 74-91.
12	3/28-4/1	<p>On Participatory Economics</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jenny Cameron, et. al., <i>Take Back the Economy</i>.
13	4/4-4/8	Final project presentations
14	4/11-4/15	<p>Course Conclusions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Cynthia Enloe, "The Surprised Feminist" (Carmen) • Drucilla Cornell, Selections from <i>At the Heart of Freedom</i> (Carmen)

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: Mike Kaylor

Instructor: Cricket Keating

Summary: WGSS 4597 Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			All tools and media that will be used in this course align to support the course learning objectives. This course and all content will be delivered through Carmen and Carmen Connect. This course will be synchronous online course.
6.2 Course tools promote learner engagement and active learning.	✓			Student engagement activities and assignments included in the syllabus promote student engagement and active learning in the following ways: <ul style="list-style-type: none"> • Students will participate in synchronous lecture/discussion sessions • Students will respond to forum readings • Students will respond to at least two peer discussion board posts weekly • Peer responses will also be required for the student discussion board postings • Students will be responsible for small group work assignments within Carmen Connect
6.3 Technologies required in the course are readily obtainable.	✓			This online course will be delivered entirely through OSU's core common tool set (Carmen, Carmen Connect).

6.4 The course technologies are current.	✓			All course technologies explicitly listed in the syllabus are current and offered by OSU.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			This course does not use any external tools. It will rely entirely on OSU's core common tool set.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			<p>Recommend that the below links be included in the "Course Technology" section of the syllabus to address all technical support needs of students.</p> <p>https://odee.osu.edu/resourcecenter/carmen</p> <p>https://odee.osu.edu/resourcecenter/carmenconnect</p>
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			<p>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.</p> <p>http://ada.osu.edu/resources/Links.htm</p>
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			<p>The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus.</p> <p>http://artsandsciences.osu.edu/current-students/university-resources</p>
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			<p>The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus. Recommend that this link be included in the "Other Course Policies" section of the syllabus. http://ssc.osu.edu</p>

Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			The OSU core common tool set used in this course meets the universities policies for accessibility.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the core common tool set at Ohio State facilitate ease of use with embedded multimedia.

Reviewer Information

- Date Reviewed: October 9, 2015
- Reviewed by: Mike Kaylor
- Comments: