

Term Information

Effective Term Spring 2016
Previous Value Autumn 2014

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 4465
Course Title Feminist Political Theory
Transcript Abbreviation Feminist Polit Th
Course Description Examines concepts in feminist political theory including the articulation of feminism, the subjects of feminist theory, the relation of race, class and sexuality to gender experience, and the use of feminist theory to transform conceptions of justice.
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 PolitSc 4465.

Cross-Listings

Cross-Listings Cross-listed in PolitSc.

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

- The ways in which feminism is and can be articulated
- Who the subjects of feminist theory are
- How we might challenge the centrality of gender in feminist analyses
- The way in which race, class, and sexuality affect our gender experiences

Content Topic List

- What is theory?
- Feminist revisions of political theory
- Conceptualizing oppression
- Women, Sexualities, and Bodies

Attachments

- Keating 4465 DL Syllabus.docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- Keating 4465 DL Syllabus Review.docx: ASC eLearning Review
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

COURSE CHANGE REQUEST
4465 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/09/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	10/26/2015 01:21 PM	Submitted for Approval
Approved	LaTorre, Guisela	10/26/2015 01:53 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/05/2015 07:04 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/05/2015 07:04 PM	ASCCAO Approval



SYLLABUS: WGSS 4465 FEMINIST POLITICAL THEORY: SPRING 2016

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 examines concepts in feminist political theory including the articulation of feminism, the subjects of feminist theory, the relation of race, class and sexuality to gender experience, and the use of feminist theory to transform conceptions of justice. In particular, we will focus on the theme of coalition politics. Whereas coalition politics initially emerged as a way for feminists to organize politically, over the past three and a half decades, feminist political thinkers have appealed to the concept of “coalition” as a theoretical apparatus with which to examine a range of theoretical and political questions. Feminists employ the term “coalition” to describe everything from a strategic political alliance, to a method for doing feminist theory in conversation with others (through textual or pedagogical coalitions), to a notion of subjectivity (coalitional identity), to a particular epistemology (coalitional consciousness), and to a particular group identity (the category “women” as a coalition). The seminar will examine the theories on which feminist coalitional theory have been built, the notions of political subjectivity and consciousness that are necessary for successful coalescing, the possibilities and challenges of feminist coalition politics across race, class, sexuality, gender, and other divides, and the way in which feminist commitments to coalitional activism have shaped approaches to feminist scholarship. Through online interactive forums, students will be invited to take part in a coalitional conversation about feminist activism, in which they can put into practice the coalitional theories introduced to them across the semester. This exercise will enable them to “workshop” cutting edge ideas coming out of contemporary feminist theory on educating for coalition and building coalitional consciousness.

Course learning outcomes

1. Working across difference: Students will demonstrate respectful interaction across for individual and group difference in their interaction with others
2. Civic knowledge and engagement: Students will apply their knowledge and experiences to address problems of social justice
3. Analytic reasoning: Students will be able to identify political, ethical, and social issues and propose effective approaches to their resolution

Course Objectives:

1. To deepen an understanding of the challenges and possibilities of major theories of feminist coalitional activism
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 gain experience and skill in working across intersecting differences
4. To foster self-awareness and personal development as individuals through an understanding of one's own subject positions in relation to others
5. to foster an understanding of multiple and mobile systems of power
6. to write about and conduct research on the issues pertaining to coalition

Course materials

Required books

Ange-Marie Hancock, *Solidarity Politics for Millennials*

María Lugones, *Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions*

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:	20
Essay 1	20
Google Map Exercise	20
Essay 2	20
Final Paper	20
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

This course has intensive reading requirements and you will be held accountable for that reading with frequent written assignments. It will directly engage contemporary social justice debates surrounding feminist coalition politics, including student participation in a coalition building exercise. To reflect these ends, the course has the following requirements:

Participation (20 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 (5 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).

- **Coalition group text chat meetings:** Over the course of the semester, students will work together in small groups. Each week, the groups will meet for a text chat meeting in Carmen connect, on a time agreed upon together (5 points).

Essay 1 (20 points)

In a 5 page essay, analyze an aspect of gendered social, economic, or political life by, in Mari Matsuda's words, "asking the other question." What does asking the other question tell you about the multiple relations of gender, racial, sexual, national, class, ability, age or any other lines of power and difference in the scenario?

Google Map Exercise (20 points)

For this exercise, drop a pin on the course google map, and explain how this place is a "world" in María Lugones's sense. What are the power relations that are at play in this world? Who are you in this this world? Next, "world travel" by visiting three other student's worlds on our course google map, and adding comments to their pin. How might you be seen or understood in this world?

Essay 2 (20 points)

In a 5 page essay, please address one of the two following topics: 1) consider in what ways an identity group to which you belong might be considered coalitional. What opportunities for coalitional theory and action within the group? What are the challenges to coalition within this group? 2) Consider a current social issue or problem in which the needs of one group seem antithetical to the needs of another. Is there a way in which, by "asking the bigger question," we can think of solutions that can address both the groups needs? What might some of these solutions be? What are the possibilities and the challenges for coalitional action in relationship to these solutions?

Final Paper (20 points)

In an 8-10 page paper, analyze upon your coalition group text chat meeting transcripts. What were the central themes and insights of your group? This paper 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. For more information, please see <http://ada.osu.edu/resources/Links.htm>.

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](#))
- *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> <p>Required:</p> <ul style="list-style-type: none"> • Paulo Freire, <i>Pedagogy of the Oppressed</i> (Carmen) • Bernice Johnson Reagon, "Coalition Politics: Turning the Century" • Cricket Keating, "Building Coalitional Consciousness"

		<p>Optional:</p> <ul style="list-style-type: none"> • “Bringing Together Feminist Theory and Practice: A Collective Interview” from <i>Signs</i> 21. 4 (Summer 1996) on <i>Feminist Theory and Practice</i> • Judith Howard and Carolyn Allen, “Editorial: Feminism at the Millennium” from <i>Signs</i> 25. 4 (Summer 2000) on <i>Feminism at a Millennium</i> • Dale Bauer and Priscilla Wald, “Complaining, Conversing, and Coalescing” from <i>Signs</i> 25. 4 (Summer 2000) on <i>Feminism at a Millennium</i>
2	1/18-1/22	<p>Theories of Left Coalition Politics and Feminist Interventions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Lenin, Selections from <i>State and Revolution: Marxist Teaching about the Theory of the State and the Tasks of the Proletariat in the Revolution and The Lenin Anthology</i> (Carmen) • Rosa Luxemburg, “The Mass Strike, the Political Party, and the Trade Unions” (Carmen) • Ernesto LaClau and Chantal Mouffe, Selections from <i>Hegemony and Socialist Strategy</i>
3	1/25-1/29	<p>Theories of Left Coalition Politics and Feminist Interventions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Deleuze and Guattari, selections from <i>A Thousand Plateaus</i> • Nicholas Tampio, “Assemblages and the Multitude: Deleuze, Hardt, Negri, and the Postmodern Left.” <i>European Journal of Political Theory</i> 8, 3 (2009): 383-400. • Judith Butler, selections from <i>Gender Trouble</i> (1990)
4	2/1-2/5	<p>Intersectionality and Coalition</p> <p>Readings:</p> <ul style="list-style-type: none"> • Mari Matsuda, “Standing Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition” • Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” (1991) • Dean Spade, “Intersectional Resistance and Law Reform”

		(2013) from <i>Signs</i> , Vol. 38, No. 4 on Intersectionality: Theorizing Power, Empowering Theory
5	2/8-2/12	<p>Intersectionality and Coalition</p> <p>Readings:</p> <ul style="list-style-type: none"> • Carissa R. Showden, “What’s Political about the New Feminisms?” (2009) • Jennifer Nash, “re-thinking intersectionality” (2008) • Elizabeth Cole, “Coalitions as a Model for Intersectionality: From Practice to Theory” (2008) • Combahee River Collective, “A Black Feminist Statement” (1983) • Angela Davis, “Complexity, Activism, Optimism: An Interview with Angela Davis” (1989), “Coalition Building Among People of Color: A discussion with Angela Y. Davis and Elizabeth Martinez” (1994) • “Interview with Lisa Lowe: Reflections on Race, Class, and Gender in the US” (1997)
6	2/15-2/19	<p>Intersectionality and Coalition</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ange-Marie Hancock, <i>Solidarity Politics for Millennials</i> Essay 1 due
7	2/22-2/26	<p>Intersubjective Practices</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gloria Anzaldúa “La Prieta” (1983) and <i>Borderlands/La Frontera: The New Mestiza</i> (1987) • Diane Fowlkes, “Moving from Feminist Identity Politics to Coalition Politics through a Feminist Materialist Standpoint of Intersubjectivity in Gloria Anzaldúa’s <i>Borderlands/La Frontera: The New Mestiza</i>” (1997) and/or “A Writing Spider Tries Again: From Separatist to Coalitional Identity Politics” (2001) • Anna Carastathis “Identity Categories as Potential Coalitions” (2013) • Edwina Barvosa, selections from <i>Wealth of Selves: Multiple Identities, Mestiza Consciousness, and the Subject of Politic</i> (2008) (on self-craft) • María Lugones, <i>Pilgrimages/Peregrinajes: Theorizing</i>

		<i>Coalition Against Multiple Oppressions</i>
8	2/29-3/4	<p>Intersubjective Practices</p> <p>Readings:</p> <ul style="list-style-type: none"> • María Lugones, <i>Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions</i> • Barbara Smith, Introduction to <i>Home Girls</i> (1983) and “Across the Kitchen Table: A Sister-to-Sister Dialogue” (1983) • Audre Lorde, selections from <i>Sister Outsider</i> (1984) • Chela Sandoval, “Feminism and Racism: a Report on the 1981 National Women’s Studies Association Conference” (1990) and selections from <i>Methodology of the Oppressed</i> (2000) • Minnie Bruce Pratt. “Identity: Skin Blood Heart” (1984) <p>Google map exercise due</p>
9	3/7-3/11	<p>Intersubjective Practices</p> <ul style="list-style-type: none"> • Romand Coles “Liberty, Equality, Receptive Generosity: Neo-Nietzschean Reflections on the Ethics and Politics of Coalition.” <i>The American Political Science Review</i> 90, 2 (June 1996): 375-388. • Selections from Judith Butler <i>Precarious Life</i> (2004), <i>Frames of War</i> (2009), and “Bodies in Alliance and the Politics of the Street” (2011) • Aurora Levins Morales, “Circle Unbroken, The Politics of Inclusion” (Carmen) <p>Essay 2 due</p>
10	3/14-3/18	Spring Break
11	3/21-3/25	<p>Building Coalitions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Elizabeth Cole and Zakiya Luna, “Making Coalitions Work: Solidarity across Difference within US Feminism” (2010) • Selections from Jill Bystydzienski and Steven Schacht (eds.), <i>Forging Radical Alliances Across Difference: Coalition Politics for the New Millennium</i> (2001) • Selections from Stephanie Gilmore (ed.), <i>Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States</i> (2008) • Selections from Nella Van Dyke and Holly J. McCammon

		(eds.), <i>Strategic Alliances: Coalition Building and Social Movements</i> (2010)
12	3/28-4/1	<p>Building Coalitions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Feminist Coalitions: Historical Perspectives on Second Wave Feminism in the US • Judith Butler, "Bodies in Alliance and the Politics of the Street" (2011) • Selections from <i>Theory and Event</i> 15.3 (2012) on <i>CLASSE</i> • Schram, Stanford F. "Occupy Precarity" (2013) • Karma Chávez, selections from <i>Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities</i> (2013)
13	4/4-4/8	<p>Building Coalitions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Selections from Cherríe Moraga and Gloria Anzaldúa (eds.), <i>This Bridge Called My Back: Writings by Radical Women of Color</i> (1983) • Erica Townsend-Bell, "Writing the Way to Feminism" (2012)
14	4/11-4/15	<p>Course Conclusions</p> <p>Final papers due</p>

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: Mike Kaylor

Instructor: Cricket Keating

Summary: WGSS 4465 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 a 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 26, 2015
- Reviewed by: Mike Kaylor
- Comments: