

## Term Information

Effective Term Spring 2017  
*Previous Value* Spring 2015

## 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 WGSST 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 2367.01  
Course Title U.S. Women Writers: Text and Context  
Transcript Abbreviation U.S. Women Writers  
Course Description Writing about and analysis of female experiences as represented in U.S. literature by women; emphasis on interdisciplinary relationships between literature and socio-political history.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 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  
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, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 (110), and Soph standing.

Exclusions

Not open to students with credit for 367.01.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

05.0207

Subsidy Level

General Studies Course

Intended Rank

Sophomore

## Requirement/Elective Designation

General Education course:

Level 2 (2367); Literature; Social Diversity in the United States

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: Literature and GE: Social Diversity in the United States.

*Previous Value*

- *Gender, Sex, and Power is designed to introduce students from diverse disciplines and intellectual backgrounds to the interdisciplinary field of Women's, Gender and Sexuality Studies.*

Content Topic List

- Oppression
- Compulsory heterosexuality
- Families
- Poetry
- Diversity
- Selected topics that vary based on professor/instructor

## Attachments

- WGSST 2367.01 Technical Feasibility Review.pdf: Technical Feasibility Review from ODEE

*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*

- Benson 2367.01 revised DL syllabus.pdf: Revised Syllabus

*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

- 2367.01\_SWENSON\_SP15.docx: In-class comparison syllabus

*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- New recommended language from disability services has been added to disability statement on pages 3-4. The academic misconduct statement has been added after the tips to avoid plagiarism on page 4. "GEC" has been changed to "GE."

Syllabus from last in-person version of 2367.01 from SP15 has been attached. The comparison syllabus is from a different instructor. *(by Stotlar, Jacqueline Nicole on 06/16/2016 03:01 PM)*

- Hi Jackie: Please remove the first on-line syllabus (we only need one and having an original/first syllabus as well as a revision is confusing). However, we do need the in-class syllabus for this course for comparative purposes. Then please resubmit. *(by Vankeerbergen, Bernadette Chantal on 06/16/2016 02:48 PM)*
- This syllabus refers to GEC categories and does not follow boiler plate language for abilities and academic integrity. Please re-submit according to the operations manual. *(by Heysel, Garrett Robert on 06/02/2016 06:52 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	06/01/2016 03:21 PM	Submitted for Approval
Approved	LaTorre, Guisela	06/01/2016 03:36 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	06/02/2016 06:52 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	06/03/2016 11:53 AM	Submitted for Approval
Approved	LaTorre, Guisela	06/03/2016 03:22 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/11/2016 08:11 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/16/2016 02:48 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	06/16/2016 03:01 PM	Submitted for Approval
Approved	LaTorre, Guisela	06/16/2016 03:30 PM	Unit Approval
Approved	Heysel, Garrett Robert	08/12/2016 05:47 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	08/12/2016 05:47 PM	ASCCAO Approval

# WGSST 2367.01: U.S. WOMEN WRITERS: TEXT AND CONTEXT

## SUMMER 2016

Online

## Course Description

This course will examine literature speaking to the experiences and histories of women in the United States through the lens of spaces of confinement for women. Some guiding questions that we will explore are:

1. What role does gender play in the writing of the experiences and histories in the United States? How do these different experiences resonate and differ from one another?
2. What role do other aspects of identity and experience--such as race, class, disability, nationality, gender identity, sexuality, citizenship status--impact the experiences and histories of these women?
3. How does literature connect to or reflect "real life"? How does literature connect to your life? Can literature bring about social change?

### Goals

This course fulfills the requirements for the following GE categories: (1) Writing and Communication – Level 2, (2) Literature, and (3) Diversity in the U.S. **This means that this class is both reading- and writing-intensive.**

**Writing and Communication – Level 2:** Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression. This goal is met through structured analytical papers, analysis of pop culture, and in-class discussions.

- Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- Students access and use information critically and analytically.

**Literature:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing. This goal is met through historical and social context lectures, analytical writing assignments, and in-class discussion of texts in context.

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

**Social Diversity in the U.S.:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. This goal will be met through reading articles, books, short stories, and poetry by Black women which critically engages categories of difference and identity in a variety of forms.

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### Texts

- *Assata: An Autobiography*, Assata Shakur [pronouns: she/her] (ISBN: 978-1-55652-074-7)
- *Zami: A New Spelling of My Name*, Audre Lorde [pronouns: she/her] (ISBN: 978-0-89594-122-0)
- *Woman on the Edge of Time*, Marge Piercy [pronouns: she/her] (ISBN: 978-0-44921-082-6)
- *Drag King Dreams*, Leslie Feinberg, [pronouns: ze/hir] (ISBN: 978-0786717637)
- PDFs and links to articles on Carmen (required unless noted otherwise)

Krista Benson, MA

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Text: 1-425-224-6715 (do use the 1)

SkypeID: benson.150

Facetime: 509-205-0697

Google Hangout: [kristalinbenson@gmail.com](mailto:kristalinbenson@gmail.com)

Virtual Office Hours: M 10-12 am or by appointment

Physical Office: University Hall 037

When emailing me, **INCLUDE WGSST 2367.01 in the subject line.** Email is usually the best way to contact me. Emails should always include a subject, a greeting, and a signature. Emails not addressed in this way will not be answered.



### Content

Contact	1
Description & Objectives & Texts	1
Requirements & Grading	2-3
Course Policies	3
Resources	3
Course Plan	4-6

**ONLINE POSTING DUE  
TUESDAYS AND FRIDAYS BY 5  
PM EVERY WEEK**

# Course Requirements & Grading

Attendance & Participation	25%
5 Reading Responses	20%
In-Class Writings	5%
Oral Final	5%
Papers	45%

## Attendance & Participation Discussions: 25%

Active participation is a critical part of the learning experience in this course.

We will explore a variety of issues, some of them quite controversial and complicated. Thus, it's important that we all respect each other's needs, values, and views. There is no way for this class to succeed if students don't prepare materials thoughtfully and participate fully in the class. I expect each of us to arrive each week fully prepared to thoughtfully enter into an ongoing discussion.

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.

I will take this time to remind you to respect each other's opinions and input. If at any time anyone is disrespectful to anyone in the class, I reserve the right to remove posts and address students individually.

Students will be required to take a syllabus quiz in the 1<sup>st</sup> week as participation.

*SAFE SPACES: This class has been built with an ethic of shared respect and a genuine desire for us to learn together well. I also encourage all students to remember that there are likely survivors of violence in our class. Though this is a space of respect, I cannot guarantee that it is a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials/discussions to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, please let me know so that we can address the best way for you to succeed in this class.*

### What does participation look like online?

Every week you are required to participate in two ways: you must post questions on the assigned reading and you must respond to your classmates' questions on the assigned reading. Each class date, you have 24 hour period to complete your posting.

**BETWEEN MONDAY AT NOON AND TUESDAY AT 5 PM EST,** If your last name starts with A-K, you will post questions, putting the articles/chapters/lectures in conversation with one another. **If you last name starts with L-Z,** you are required to respond to questions, drawing on examples from our readings.

**BETWEEN THURSDAY AT NOON AND FRIDAY AT 5 PM EST,** L-Z will post questions and A-K will respond. Every week, you are responsible for one question AND two responses.

If you fail to post questions or responses within the 36 hour period of the date on the syllabus, you will be marked absent for the day. You lose 5 attendance and participation points for every missed post. If you do post a question or response but you do not reference course materials adequately, you will receive half attendance for the day.

**I will also post lectures via recorded PowerPoints and internet links with relevant information for each class**

**period, helping us make connections between texts from class period to class period.** You are expected to draw on this material in your discussion posts (questions or responses) as well as your writing assignments. I recommend that you listen to the lectures before you begin your discussion posts. If you rarely draw on the lectures, your attendance and participation grade will reflect that. **If you have missed more than 4 posts by the 4<sup>th</sup> week of class or more than 8 posts in the semester, you will automatically fail the course.**

### Reading Responses: 20%

Starting in Week 1, you are required to turn in **5 reading responses** during the semester. Students may not submit more than one response per week. Typed response papers of 2.5-3 double-spaced pages that address at least one of the readings from the previous week are due in Carmen Dropbox by **midnight the night before the readings will be discussed. Thus, a response for something discussed Monday 12 pm-Tuesday at 5 pm should be turned in by midnight on Monday.**

Response papers should both summarize and critically engage with the material, tying critical investigation to the text summary. These are not simply personal responses (I liked it/I hated it), but are the beginnings of critical investigations of the material and should include direct references to the text. This is the place to exercise your

skills in critical analysis, skills you will need to participate in class discussion and to compose longer papers. **Failing to submit at least 3 of these responses will result in automatically failing the course.**

### In-Class Writing: 5%

Over the course of the semester, I will assign in-class writing and/or quizzes during your lectures. These can only be done in-class. They cannot be made up if a student is absent. The intent with these writings is to have students display a foundational knowledge of readings for the day and to get feedback from the instructor on your analysis.

### Oral Final: 5%

Students will be required to do a final oral exam intending to address the range of topics in the course. Signup sheets for this exam will be posted 2 weeks into the term – students must take the oral exam in real-time on campus. A study guide will be posted at least one week prior to the exam.

## Tips To Avoid Plagiarism

### Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Provide a citation for the source of the exact words you used immediately after the quotation.

### Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing. Compare your writing with the author's words to make sure you have not copied the author.
- Always provide a citation for the paraphrased ideas.

### Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge? When in doubt, cite a source.

### Prepare ahead of time!

- Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from <http://www.nwmissouri.edu/library/>

## Paper Assignments: 45%

**Paper 1, 15%, 4-5 pages:** A writing prompt will be handed out for the paper. If you get lower than a 75, you will have the option to revise this paper by our last class meeting, with the first and the revised grades averaged together for a final grade. ***Due June 28th by midnight.***

**Paper 2, 30%, 6-7 pages:** Students will develop their own paper topics with **proposals uploaded to the Paper 2 Carmen Dropbox on July 15<sup>th</sup> by 5 pm.** Further directions for the framework of the paper will be available prior to this due date. Students without approved proposals will be docked 10% off their Paper 2 grade every day that the proposal is late. ***Paper 2 is due midnight, July 22<sup>nd</sup>.***

All papers are expected to be typed, double spaced, with a standard 12 point font and 1" markings! all papers must adhere to either MLA or APA citation format and should include a Works Cited section and in-text citations. Your thesis statement must be underlined. Papers should not merely repeat class discussion or consist of plot summaries or descriptions - papers should argue a clear position and analyze the texts read in class. Papers should be submitted to the appropriate folder in Carmen Dropbox by the time noted on the assignment sheet.

## Extra Credit

During the semester, I will post some extra credit events you can attend (there are fewer in the summer). Students must attend the event and submit a 2 page paper that summarizes the event and connects it analytically to course materials. A maximum of 2% per paper can be added to your final grade, with no more than 2 events attended and papers submitted per term. **Due by 8/1/2015.**

## Course Policies

### Accommodations for Students with Disabilities

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. **If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs.** Please note that the only way to guarantee accommodated your needs in all classes is to work with the Office of 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; tel:292-3307,  
TDD:292-0901;  
[http://www.ods.ohio-  
state.edu/](http://www.ods.ohio-state.edu/).

### Your Mental Health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766). This service is free and confidential.

### Academic Misconduct and Plagiarism

As defined in University Rule #3335-31-02, plagiarism is "the representation of another's works or their 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 her or his own; plagiarism search engines makes documenting the offense very simple.

- Always cite your sources (I can help with this)

- Always ask questions before you turn in your 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.

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://studentlife.osu.edu/csc/>.

### Attendance, Grading, and Discussion Policies:

Students are expected to attend class. If you miss a class, it is your responsibility to contact me regarding your absence and to get notes or assignments from a colleague. The grade you earn will be based on participation - you can't participate if you're not here. Papers will be graded according to a rubric that students will receive before the paper is submitted. Attendance and participation are worth 20% your final grade. Keep in mind that those who fail to show up to class, be prepared, or participate in discussions will miss out in significant conversations that will benefit understanding.

Sustained, astute, and critically engaged class participation is crucial for a successful and productive classroom atmosphere, and such participation depends largely upon completing the reading assignments completely.

Therefore, students must come to class having done all the reading assigned.

All members of the class are thus required to respect the opinions of their classmates and talk only in their turn.

Interruption and hostile remarks will not be tolerated, nor will clear statements of a racist, sexist, homophobic, classist, xenophobic, or victim-blaming nature.

At times, topics discussed in class may be sensitive to participants and members may be uncomfortable. Please keep this in mind when participating in class. Students are expected to participate, listen in an engaged manner, and respect ideas shared in the class as a condition of their participation and attendance grade. Additional or revised policies will be brainstormed by the class as a whole.

### Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Carmen at the time noted on the assignment.

**Physical copies will not be accepted by your instructor.**

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments.

### Late Assignment Policy

**I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar.**

## Resources

### The Writer's Center

The university provides an incredible writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors! To utilize this service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/>

### Student Wellness Center

The wellness center works with students on emotional, career, social, spiritual, physical, financial, intellectual, creative, and environmental wellness. Find out more at <http://swc.osu.edu/>

### Gendered Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

**Title IX Coordinator:** Kellie Brennan, [titleix@osu.edu](mailto:titleix@osu.edu) or 614-247-5838

**Sexual Violence Support Coordinator:** Natalie Spiert, [spiert.7@osu.edu](mailto:spiert.7@osu.edu), 614-292-9111

### Counseling & Consultation

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatrists, nutritional counseling, couples counseling, outreach, workshops, crisis debriefing, and community referrals.

<http://www.ccs.ohio-state.edu/>

### Arts and Sciences Services

The College of Arts and Sciences offers both academic services and student services to encourage student success. See links below.

- Academic Services:  
<http://artsandsciences.osu.edu/academics/current-students>
- Student Services:  
<http://ssc.osu.edu>

## Course Technology

### Carmen

Carmen will be the primary tool of delivery of instruction in this course.

[Technical support for Carmen.](#)

### PowerPoint & Audio

2 course lectures per week will be posted every weekend via recorded PowerPoints. Students will need to have a computer to download the PowerPoints, audio to listen to the audio, and PowerPoint on their computers. Microsoft Office is free to OSU Students—information on downloading available here:

<https://ocio.osu.edu/blog/community/2015/08/18/free-microsoft-office-for-ohio-state-students>

### Virtual Office Hours & Final Exam Options

Students may request in-person meetings and complete the final exam in-person at the Columbus campus.

However, students also have the option of contacting me for office hours or to complete the final exam via Skype, FaceTime, or Google Hangouts.

- Skype can be installed on any computer or mobile device and can be [installed at this link](#). Skype's privacy policy is [linked here](#). Skype's [accessibility features are here](#). [Tech support for Skype](#).
- [FaceTime](#) is pre-installed on Mac and iOS devices and cannot be used on other devices. FaceTime's privacy policy is [linked here](#). [Accessibility information is linked here](#). [Tech support for FaceTime](#).
- Google Hangouts can be installed on any computer or mobile device and can be [installed at this link](#). Google Hangout's privacy policy is [linked here](#). Google's [accessibility information is linked here](#). [Google Hangouts tech support](#).

## Skills and technology for this class

### Skills required for online classes in general

- Basic computer and web--browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- Posting on Carmen Discussion Forums
- Listening to a recorded PowerPoint Presentation

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high--speed internet connection
- Access to PowerPoint

### Optional Equipment: Necessary if students chose to use video chat for final or office hours

- Webcam: built--in or external webcam, fully installed
- Microphone: built--in laptop or tablet mic or external microphone

### Firm deadlines this term:

June 28<sup>th</sup>, midnight: Paper 1

July 15<sup>th</sup>, 5 pm: Paper 2 Proposal

July 22<sup>nd</sup>, midnight: Paper 2

### Flexible deadlines this term:

Which 5 classes will you post a reading reflection PRIOR to the discussion of the materials? **It is strongly encouraged that you submit a couple of reading responses prior to your first paper.**

**Post Carmen participation by Tuesday and Friday at 5 pm according to your last name roles.**



# Course Plan

CAR = posted on Carmen

Information on this course schedule is an outline and is subject to change either due to instructor or collective class decisions. Students will be told in advance of the change and an updated syllabus will be posted to Carmen.

Date Due	Topic	Reading/Activity Due
<b>Week 1</b> T, 6/7 F, 6/10	Introduction to the class & framing the discussion  Difference and Voice	<ul style="list-style-type: none"> <li>• Introductions, Feminist Timeline, Key Terms, Course Philosophy</li> <li>• The Social Construction of Gender - Judith Lorber (CAR)</li> <li>• The Five Sexes Revisited - Anne Fausto-Sterling (CAR)</li> <li>• Age, Race, Class, and Sex: Women Redefining Difference - Audre Lorde (CAR)</li> <li>• White Privilege: Unpacking the Invisible Backpack Peggy McIntosh (RWL)</li> </ul>
<b>Week 2</b> T, 6/14 F, 6/17	Difference and Voice  Sexuality, Race, & Class	<ul style="list-style-type: none"> <li>• Mapping the Margins Kimberlé Crenshaw(CAR)</li> <li>• Compulsory Heterosexuality and Lesbian Existence Adrienne Rich (CAR)</li> <li>• McRuer - Disabling Sex: Notes for a Crip Theory of Sexuality (CAR)</li> <li>• <b>Must have passed the syllabus quiz by today</b></li> <li>• <i>Zami</i>, Ch 1-17, pp. 1-124</li> </ul>
<b>Week 3</b> T, 6/21 F, 6/24	Sexuality, Race, & Class  Construction of the Native Family	<ul style="list-style-type: none"> <li>• <i>Zami</i>, Ch 18-23, pp. 124-256</li> <li>• Color, Hair Texture, and Standards of Beauty - Patricia Hill Collins (CAR)</li> <li>• Baby Hair for Gabby, Blue Ivy, and Me Robin M. Boylorn (CAR)</li> <li>• You're a Woman, You're Going to Be A Wife - Tsianina Lonawaima (CAR)</li> <li>• A Long Story - Beth Brant (CAR)</li> <li>• Selections from <i>Lost Worlds</i> (CAR)</li> </ul>
<b>Week 4</b> T, 6/28 F, 7/1	Construction of the Native Family  Revolution & Incarceration	<ul style="list-style-type: none"> <li>• Introduction to <i>Sovereign Erotics</i> - Qwo-Li Driscoll, Daniel Heath Justice, Deborah Miranda, &amp; Lisa Tattonetti (CAR)</li> <li>• Some Like Indians Endure - Paula Gunn Allen (CAR)</li> <li>• Coyote Learns a New Trick - Beth Brant (CAR)</li> <li>• <b>Paper 1 Due</b></li> <li>• Ch 1-9, beginning to p. 147 (AS)</li> <li>• The Rebirth of Caste, Michelle Alexander (CAR)</li> </ul>
<b>Week 5</b> T, 7/5 F, 7/8	<b>No class: Independence Day</b>  Revolution & Incarceration	<ul style="list-style-type: none"> <li>• Ch 10-end, pp. 148-274 (AS)</li> <li>• Renisha McBride &amp; Evolution of the Black Female Stereotype - Noliwe Rooks (CAR)</li> </ul>
<b>Week 6</b> T, 7/12	Institutionalized Futures	<ul style="list-style-type: none"> <li>• Piercy, <i>Women on the Edge of Time</i>, pp. 1-183 (Ch. 1-9)</li> </ul>

F, 7/15	Institutionalized Futures	<ul style="list-style-type: none"> <li>• Piercy, <i>Women on the Edge of Time</i>, pp. 184-376 (ch. 11-end)</li> <li>• Selection from <i>La Frontera/Borderlands</i> (pp.93-100 ONLY) - Gloria Anzaldúa (CAR)</li> <li>• <b>Paper 2 Proposal due by 5 pm</b></li> </ul>
Week 7 T, 7/19	Gender, Violence, and Social Limitations	<ul style="list-style-type: none"> <li>• Feinberg, <i>Drag King Dreams</i>, pp. 1-108 (Ch. 1-10)</li> <li>• Additional reading on Carmen TBA</li> </ul>
F, 7/22	Gender, Violence, and Social Limitations	<ul style="list-style-type: none"> <li>• Feinberg, <i>Drag King Dreams</i>, pp. 109-202 (Ch. 11-21)</li> <li>• <b>Paper 2 due by 12 midnight</b></li> </ul>
Week 8 T, 7/26	Gender, Violence, and Social Limitations	<ul style="list-style-type: none"> <li>• Feinberg, <i>Drag King Dreams</i>, pp. 203-302 (Ch. 22-end)</li> </ul>
F, 7/29	TBA	<ul style="list-style-type: none"> <li>• TBA</li> </ul>
Finals	Oral final exams - scheduled, meeting in Dulles 308	<ul style="list-style-type: none"> <li>• Sunday, 7/31 and Monday, 8/1 from 10 am-2 pm</li> </ul>

**Women's, Gender & Sexuality Studies 2376.01:  
U.S. Women Writers, Texts and Contexts**

WF 9:35-11:15, Denney Hall 209

Instructor: Haley Swenson

Office Hours: WF 11:30-12:30 and by appointment

Office Location: University Hall 037

Contact: [swenson.38@buckeyemail.osu.edu](mailto:swenson.38@buckeyemail.osu.edu)

**Accommodation of students with Disabilities:**

**"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)."**

This course will examine literature speaking to the complexities of women, wealth, and work in the United States.

Some guiding questions that we will explore are:

1. What role does gender, race, and sexuality play in the writing of the experiences and histories of women in the United States? How do these different articulations of experience resonate and differ from one another?
2. What role do other aspects of identity and experience--such as disability, nationality, gender identity, citizenship status--impact the experiences and histories of these women?
3. How does literature connect to or reflect "real life"? How does literature connect to your life? Can literature bring about social change?

**Goals**

This course fulfills the requirements for the following GEC categories: (1) Writing and Communication – Level 2, (2) Literature. Students must choose whether to count this course for Writing and Communication – Level 2 or Literature.

Writing and Communication – Level 2: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

- Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- Students access and use information critically and analytically.

Literature: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

### **Required Texts**

All required readings are available exclusively at SBX. These include

- *Reading Women's Lives* (make sure this says "Women and Wealth" on the cover)
- *The House of Mirth* (Edith Wharton)
- *The House on Mango Street* (Sandra Cisneros)
- *Lucy* (Jamaica Kincaid)
- *Wild* (Cheryl Strayed)

### **Attendance Policy:**

Each student is allowed two unexcused absences over the duration of the semester. For each absence beyond that, except in extenuating circumstances, the student's final grade will be dropped by three points. If you are absent from a class, **you are responsible for speaking to classmates about what you missed.** I will only respond to emails about what was missed in class under extenuating circumstances.

### **Course Requirements:**

#### **In-Class Participation (10%)**

What makes a women's studies class truly dynamic is the quality of its discussions. Though there will be some short lectures during the semester, most classes will be discussion based, with an emphasis on dialogue and sharing of perspectives, ideas, and interpretations. It is expected that you will be an active and informed participant in all class discussions and that you will have read assigned texts *by the dates indicated on the*

*syllabus* and brought them with you to class. Students are expected to engage in respectful intellectual dialogue in the classroom. Tardiness, disruptiveness, or the use of cell phones or other distracting items during class will result in lower participation grades.

### Response Papers (50%)

For each work of literature we read in class (8 total), there is a response paper due. You will be graded on your best 6 response papers. The point of a response paper is dual: 1-to demonstrate that you have done the reading, understand the content, and thought about its meaning, and 2-to give you plenty of practice writing in different genres in preparation for the final paper. These are not papers in a traditional sense. You will be given options for how to complete these response papers, taken from the Tic-Tac-Toe board.

### Final Paper and Portfolio

#### **Portfolio (Tic-Tac-Toe) (20%)**

#### **Final Paper (20%)**

All papers are expected to be typed, double-spaced, with 12-point Times New Roman font and one-inch margins. All papers must adhere to the standard MLA research paper format and should include in-text citations as well as a Works Cited page. Your thesis statement must be underlined. Your papers should not merely repeat class discussion or consist of summary, but convey careful thought about thematic questions involved.

Please note that **assignments are due on the dates designated in the syllabus**. If an emergency arises and you make arrangements with me ahead of time, I may agree to accept a late assignment. If I do not agree or if prior arrangements have not been made, you will receive a lowered grade for that assignment. Paper grades will be dropped by one point for each day that they are late. A computer malfunction is not an acceptable excuse for not turning a paper in on time.

### **Academic Misconduct:**

All students are responsible for doing their own work and plagiarism will NOT be tolerated. 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.

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!**

### **Resources**

**Your instructor:** Please feel free to contact me at any time over the course of the semester if you are struggling with papers, course work, etc. I am willing to work with you. *Email is the best way to contact me.* I will respond to your email within 24-hours on weekdays, and by Sunday evening at the latest on weekends (beginning Friday evening). Also, I encourage you to use my office hours. The instructor reserves the right to make changes to this syllabus at any time.

**The OSU Writing Center:** OSU Writing Center consultants are an excellent resource for writers at any level or stage in the writing process. Take advantage of the free individual tutoring that you can receive there. The Writing Center is located in 485 Mendenhall Laboratory, on the south side of the oval. Phone: 614.688.4291  
Website: <http://ctsw.osu.edu/>

### Course Schedule

1/14 Welcome to WGSS 2367

1/16 *Women and Writing*

Chapter 3, *A Room of One's Own* by Virginia Woolf

<http://ebooks.adelaide.edu.au/w/woolf/virginia/w91r/chapter3.html>

1/21 *History: The Cult of True Womanhood.* "The waste of women in America" and "Ideological Antisemitism" (Carmen)

1/23 *The House of Mirth\**, Ch. I-V, Book 1

1/28 *The House of Mirth*, Ch. VI-XI, Book 1

1/30 *The House of Mirth*, Finish Book 1 (response paper for HoM due)

2/4 *The House of Mirth*, Ch. I-V, Book 2

2/6 *The House of Mirth*, Ch. VI-IX, Book 2

2/11 *The House of Mirth*, Ch. X-End

2/13 Selected Poetry on the Triangle Shirtwaist Fire\* (Carmen) (response paper for poetry due)

2/18 *Lucy*\*, “Poor visitor” and “Mariah”

2/20 *Lucy*, “The Tongue”

2/25 *Lucy*, (response paper for *Lucy* due) “Cold Heart”

2/27 *Lucy*, “Lucy”

3/4 *RWL*, Carvagal and Childress\* (response paper for Childress due)

3/6 *RWL*, Conde\* (response paper for Conde due)

3/11 *Wild*\* Chapters 1-4

3/13 *Wild*\* Chapters 5-8

*Spring Break*

3/25 *Wild* Chapters 9-12

3/27 *Wild* Chapters 13-15 (response paper for *Wild* due)

4/1 *Wild*, Chapters 16-end

4/3 *RWL*, Allison, “Mama” (response paper for “Mama” due)

4/8 *House on Mango Street*\*, pp. 3-72 (response paper for HoMS due)

4/10 *House on Mango Street*, pp. 73-end

4/15 **Tic-Tac-Toe Portfolio Due in Class or Carmen, *RWL* hooks and Abramovitz**

4/17 Paper Conferences

4/22 Final Paper Workshop—Full draft due in class

4/24 *Wrap-Up*

Final Paper due in lieu of final exam

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** WGSST 2367.01

**Instructor:** Krista Benson

**Summary:** 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.	✓			<p>The tools used in this course support the learning objectives and competencies in the following ways.</p> <ul style="list-style-type: none"> <li>• The Carmen LMS will be used to deliver the course materials</li> <li>• Weekly synchronous in-person and virtual office hours</li> <li>• Weekly topic based ongoing class discussions</li> <li>• Dropbox for submission of written assignments</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. All course materials or links to all materials will be in Carmen.</p> <ul style="list-style-type: none"> <li>• Weekly video lectures</li> <li>• Weekly in-class topic based ongoing discussions</li> <li>• Weekly in-class writing and or quiz assignments during lecture</li> <li>• Weekly topic based readings</li> <li>• 4-5 page paper assignment based on instructor prompt</li> <li>• 6-7 page paper assignment student developed topic</li> <li>• Weekly online office hours</li> <li>• Weekly drop-in in-person office hours</li> <li>• Oral final</li> </ul>



6.3 Technologies required in the course are readily obtainable.	✓			<p>All course technology currently listed in the syllabus is readily obtainable.</p> <ul style="list-style-type: none"> <li>• Links have been provided in the syllabus for the students to obtain all technology required for the course.</li> </ul>
6.4 The course technologies are current.	✓			<p>All course technology currently listed in the syllabus is current. They can easily be accessed with an internet connection and web browser.</p> <ul style="list-style-type: none"> <li>• Carmen</li> <li>• Skype</li> <li>• Facetime</li> <li>• Google Hangouts</li> </ul>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Privacy policies have been listed for all third party tools being used in this course.</p> <ul style="list-style-type: none"> <li>• Skype</li> <li>• Facetime</li> <li>• Google Hangouts</li> </ul>

<b>Standard - Learner Support</b>			
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 links to the available technical support for the following tools be provided in the course syllabus.</p> <ul style="list-style-type: none"> <li>• Carmen</li> <li>• Skype</li> <li>• Facetime</li> <li>• Google Hangouts</li> </ul>
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓		<p><b>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font. <a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a></b></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 Arts and Sciences student academic services offered on the OSU main campus.  <a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a></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 Arts and Sciences student services offered on the OSU main campus.  <a href="http://ssc.osu.edu">http://ssc.osu.edu</a></p> <p>Recommend that this link be included in the "Other Course Policies" section of the syllabus.</p>
<b>Standard – Accessibility and Usability</b>			
8.1 Course navigation facilitates ease of use.	✓		<p>Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.</p>
8.2 Information is provided about the accessibility of all technologies required in the course.	✓		<p>Carmen is part of the OSU core common tool set and meets accessibility requirements. A link to the accessibility statements for all third party tools has been listed in the "Course Technology" section of the syllabus.</p>

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. For example, see below bullet point. <ul style="list-style-type: none"> <li>A text file with the audio transcript for the recorded PowerPoint lectures could be one way to include an alternative means of access to course materials.</li> </ul>
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 readability.
8.5 Course multimedia facilitate ease of use.	✓			All multimedia used for this course will be accessible through Carmen.

### Reviewer Information

- Date Reviewed: 5/27/2016
- Reviewed By: Mike Kaylor
- Notes: Please see below for the other information that should be included in the “Course Technology” section of the syllabus.

### 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