

Revisions to WGSS PhD, MA, and Graduate Minor Programs

Proposal Approved by WGSS Faculty

The following proposal justifies and summarizes curricular and programmatic changes designed by the Graduate Studies Committee and approved by faculty in Women's, Gender and Sexuality Studies in the academic year 2016-2017. We wish to implement the new programs by Autumn, 2018.

The graduate curriculum in Women's, Gender and Sexuality Studies (WGSS) must undergo formal changes in its requirements in order to meet demands experienced since our last curriculum redesign. The changes proposed here will better match current faculty research and teaching interests with exciting curricular offerings, enable more flexibility in the courses we offer to graduate students, encourage more graduate students to publish their work before completion of their degrees and therefore better prepare them for the demands of a highly competitive job market, recruit more non-WGSS students and Graduate Minors to our coursework, and maintain our leadership position nationally in graduate education by enhancing our ability to offer rigorous and more timely intellectual and academic course offerings.

The new coursework and programming deemphasizes the current use of themed track-based graduate curriculum in favor of core courses designed to target outcome-based learning and the development of superior and rigorous analytic, research, and writing skills. The emphasis on themed tracks has increasingly stymied our program, since themes need to be continuously updated to stay current to a changing intellectual terrain and contemporary political, economic, and cultural realities. Themed tracks thus require renaming, itself a programmatic redesign that would require College and University approval. We have also found over time that the themed tracks have more interplay than independence, such that students often organize their choice of track emphasis not based on content, but on course scheduling and availability, resulting in a loss of track identity over time. With changes in faculty research and expertise since the implementation of the themed track-based graduate curriculum, we also find that keeping apace of changing topics and identities within the faculty is impossible to maintain in the current curriculum. The themed-based tracks need constant adjustment and tinkering to stay current and relevant and do not allow flexibility for course scheduling, particularly when faculty go on research leave.

We strongly believe that moving away from themed tracks to an emphasis on skills will better situate our graduates for the demands of a highly competitive international job market and will promote students' grant activities and publication earlier in their careers. The changes will also allow more flexibility for faculty to offer seminars conceptualized around the very contemporary theory and research concerns that students must engage to ensure their success. Course scheduling will also be much more easily achieved, with fewer required courses making fewer demands on our small faculty size. The new plan allows flexibility in the content and scheduling of courses, since fewer core courses are required, while holding consistent the central pedagogic goals of advanced skill development. Course content will change as is appropriate to keep up with new literature, scholarship, and world events, meeting the goals of an interdisciplinary department, yet course requirements hold steady the learning goals and expected outcomes of the PhD, MA and Graduate Minor coursework and programs of study. With these changes, our department will also be able to draw more students from around the College and beyond to our coursework. We are confident that the changes, centered as they are on offering rigorous and timely research seminars instead of broad themed-based track core courses, will increase graduate enrollments across the board.

Our learning goals and expected outcomes remain unchanged, and our assessment plan will continue its current configuration with WGSST 7702: Feminist Pedagogy remaining the only individual course that is considered part of the broader departmental assessment plan, along with milestones, such as candidacy and the final oral examination, serving as the other assessment points. The WGSS faculty agrees that the revisions proposed here allow our department to improve the achievement of these goals and outcomes. Our faculty unanimously agreed in the 2016-17 AY that the proposal below improves our ability to meet and exceed our learning goals and the expected outcomes for our students' success. We are eager to implement the changes by Autumn 2018.

Current and Proposed Core Coursework

Our current core coursework requires students to take a Feminist Theory course (WGSST 7700), a Feminist Pedagogy course (7702) and a one-credit Teaching Practicum course (8163), a Feminist Inquiry: Methods course (7760), and two gateway courses out of four choices (gateway courses reflect the tracks students choose that best reflect their research and intellectual interests and include the following: 7710 Theorizing Race, Sexualities and Social Justice; 7720 Theorizing Power, Institutions and Economies; 7740 Theorizing Narrative, Culture and Representation; 7780 Theorizing Global and Transnational Feminisms). Students round out their required credits with electives, independent studies, seminars, thesis credits, etc.

The proposed core coursework does away with the four gateway courses to the tracks and emphasizes a smaller set of courses including a two semester sequence combining theory and methods and a research writing seminar. The pedagogy courses remain unchanged, and an advanced methods course is required for PhD students but not for MA students. Our PhD and MA examinations will also change to reflect coursework changes. The following sections finely detail these changes by degree level.

Proposed PhD Coursework and Program of Study

PhD coursework is geared towards preparing students for the intellectual capacity to read for their tailored candidacy exams and design and implement dissertation projects. The below suggested changes to an open elective design plan free faculty to teach cutting edge research seminars while also freeing PhD candidates from cumbersome course requirements that have restricted their abilities to select courses that align with their theoretical and methodological interests.

Please note that our department offers two routes to the PhD depending on whether as incoming students they have previously been awarded an MA. PhD students thus may thus pursue the 'regular' PhD route or the Direct-to-PhD route if they have not yet been awarded an MA. Direct-to-PhD students must take more credits since they do not transfer MA coursework.

The succinct summary changes to the PhD core coursework and program of study include: dependable scheduling of core courses, an earlier emphasis on writing skills toward specific goals like nationally competitive grant proposals or peer reviewed publications, and the delinking of gateway cores to Candidacy Examinations. Our department's unique core coursework geared toward training our students to be excellent teachers remains consistent in the new plan.

A minimum of 80 graduate credit hours are required for the PhD, of which 50 credit hours must be earned while in the program (up to 30 graduate credit hours may be transferred from another institution). These requirements will generally be met through the natural progression of coursework in collaboration with minimum enrollment requirements per semester. GTAs are required to enroll in a minimum of 8 credit hours per semester and 4 credit hours for Summer term, if they so choose (Summer term registration is

not required for GTAs on nine-month appointments). Fellows are required to enroll in 12 credit hours each for Autumn and Spring semesters and 6 credit hours for Summer term.

There are 37 credit hours of required coursework for the PhD. Most PhD students will earn 45 credit hours of coursework if they take their exams during Autumn semester of their third year, without taking any summer credits hours (5 semesters at 9 credit hours per semester). Direct-to-PhD students are anticipated to earn 63 credit hours of coursework if they take their exams during Autumn semester of their fourth year, without taking any summer credit hours (7 semesters at 9 credit hours per semester).

PhD students are expected to take at least two-thirds of their courses within the department, beyond the 30 hours for the MA, and not counting dissertation hours taken post-candidacy. A maximum of 6 credit hours at the 5000-level or above that were taken during the MA but not counted towards the degree may be used towards the PhD. Given the anticipated credit hours by the time of candidacy, the following details the number of credit hours students may take outside of the department in relation to total credit hours earned:

- Minimum number of credit hours needed for degree: 37 total, 25 in WGSS, 12 outside
- Expected earned credit hours for PhD by candidacy: 45 total, 30 in WGSS, 15 outside
- Expected earned credit hours for direct-to-PhD by candidacy: 63 total, 42 in WGSS, 21 outside

The candidacy examination consists of two portions, written and oral, administered by the student's examination committee and under the auspices of the Graduate Studies Committee and the Graduate School. The written portion evaluates a student's comprehension of their fields, readiness to undertake independent research, and capacity to express complex ideas clearly. The written exam will entail three portions, evenly sized at around 20 pages each. In close consultation with the advisor and exam committee, a student will choose one of the following options: three timed exams of four days each, resulting in three 20 page essays; three 20 page papers; or a combination thereof. Timed exams entail the development of distinct reading lists with exam committee members. Papers allow the student either to develop and augment past seminar work or compose new essays based on the student's evolving research agenda. Students pursuing papers are strongly encouraged to consider this process as one leading to a publication.

The requirements for the dissertation do not change with these revisions. The requirements for the dissertation prospectus and committee can be found in our current Graduate Handbook.

PhD Degree Requirements

Required Core Theory Courses: 12 hours (4 courses)

WGSST 7700 – Feminist Inquiry I

WGSST 7701 – Feminist Inquiry II

WGSST 7790 – Research & Writing Workshop

WGSST 7760 – Feminist Inquiry: Methods

Required GTA Courses: 4 hours (2 courses)

WGSST 7702 – Feminist Pedagogy

WGSST 8163 – WGSST Teaching Practicum

Elective Courses: 21 hours (7 courses)

9 hours in WGSS courses at 5000-level or above

12 hours in WGSS or related discipline-based courses offered by other academic units

- All incoming students are required to take WGSST 7700 their first semester & WGSST 7701 in their second semester.
- The semester PhD students take WGSST 7702 corresponds with their first semester as a GTA.
- The semester PhD students take WGSST 8163 corresponds with their second semester as a GTA. WGSST 8163 is a one credit hour course, and only one hour may count towards their degree.
- Up to 6 hours of WGSST 7790 – Research and Writing Workshop may count towards the degree, but no hours of 7790 can count toward the required 9 credits of WGSS elective credits.
- Only 6 hours of WGSST 8193 – Individual Studies may count toward the degree.
- PhD students may use 6 credit hours taken as an MA student but not used toward the master's degree as part of PhD coursework.
- WGSST 7760 is offered every other year.
- It is strongly recommended that PhD students take an additional methods course. On occasion, faculty may teach 8860: Topics in Advanced Feminist Methods.
- Electives should be chosen in consultation the faculty advisor.
- It is strongly recommended that PhD students consider pursuing a graduate minor or graduate interdisciplinary specialization in conjunction with their research area.
- PhD students are required to demonstrate proficiency in a language other than English (see “Language Requirement”).
- PhD students are permitted to take courses that will not count towards their degree requirements but do count as graduate credit hours.

Language Requirement

Our Language requirement remains unchanged. PhD students are required to demonstrate proficiency in a language other than English by:

- Passing an examination in the given language.
- Passing a language department's 6571 & 6572 or 1101 & 1102 with a grade of B or better.
- Making other arrangements with a qualified resource outside the university per your advisor's approval for unusual circumstances where a language is not offered at OSU.
- Showing reading competence in a second language before taking the Candidacy Examination by arranging a competency examination.
- Entering the program as an international student with English as your second language.

Proposed MA Coursework and Program of Study

MA coursework is geared towards preparing students for the intellectual capacity to successfully complete their Masters Examination by choosing to either write a thesis or compile a portfolio of advanced academic achievement.

The succinct summary changes to the MA core coursework and program of study include: dependable scheduling of core courses, an earlier emphasis on writing skills toward specific goals such as the MA thesis or portfolio and perhaps a peer reviewed publication. Our department's unique core coursework geared toward training our students to be excellent teachers remains consistent in the new plan.

The MA program requires 31 credit hours of coursework, including 5 core courses and 6 electives. It is expected to take two academic years to complete the degree requirements. In consultation with their advisor, MA students will either assemble a paper portfolio or write a thesis to conclude the examination requirements of the program (see below). Should students select the thesis option, they must take WGSST 7790 – Research & Writing Workshop in advance of their second year.

While the MA only requires 31 credit hours of coursework, MA students will earn an average of 36 credit hours through the natural progression of coursework in collaboration with minimum enrollment requirements per semester. GTAs are required to enroll in a minimum of 8 credit hours per semester and 4 credit hours for Summer term, if they so choose (Summer term registration is not required for GTAs on nine-month appointments). Fellows are required to enroll in 12 credit hours for Autumn and Spring semester and 6 credit hours for Summer term.

MA coursework should be geared towards preparing MA students for their portfolio or thesis construction. The required core courses provide MA students with the skills they need to complete papers or to write a thesis, while the elective courses can be used to cultivate a focus area which students can integrate in their Master's examination.

The MA examination is a test of the student's knowledge of a field. The two forms of examination offered to MA students in the program include the following: two 20 page papers (the Master's portfolio option), or a 40-45 page thesis (the Master's thesis option). The two papers comprising the portfolio may be revised versions of seminar papers or original work. It is expected that students choosing this option invest additional labor, reading, and revision in the process of polishing seminar papers. The Master's thesis option requires an oral defense, but the portfolio option does not.

Students must decide by the end of their first year in the program what form their final MA examination will take and form an examination committee at that time of at least two Graduate Faculty members including the student's advisor. Students pursuing the thesis option must file a copy of their proposal with the department by week 6 of the Autumn Semester of their second year in the program. The portfolio option requires both Graduate Faculty members to sign off on the approval of the final form of the two papers, while the thesis option requires an oral defense of the MA committee.

Degree Requirements

Required Core Theory Courses: 9 hours (3 courses)

WGSST 7700 – Feminist Inquiry I

WGSST 7701 – Feminist Inquiry II

WGSST 7790 – Research & Writing Workshop

Required GTA Courses: 4 hours (2 courses)

WGSST 7702 – Feminist Pedagogy

WGSST 8163 – WGSST Teaching Practicum

Elective Courses: 18 hours (6 courses)

9 hours in WGSS courses at 5000-level or above

9 hours in WGSS or related discipline-based courses offered by other academic units

- All incoming students are required to take WGSST 7700 their first semester & WGSST 7701 in their second semester.
- The semester MA students take WGSST 7702 corresponds with their first semester as a GTA.
- The semester MA students take WGSST 8163 corresponds with their second semester as a GTA. WGSST 8163 is a one credit hour course and only one hour may count towards the degree.
- MA students are strongly encouraged to take WGSST 7790 their second semester in order to pursue the thesis option if they so choose.
- Only 3 hours of WGSST 8193 – Individual Studies, and 3 hours of non-WGSST 4000-level courses may count toward the degree.
- Electives should be chosen in consultation with an MA students’ faculty advisor. Choices should reflect a coherent program of study that provides a broad grounding in WGSS as well as familiarity with a specific focus area.
- It is recommended that MA students consider pursuing a graduate minor or graduate interdisciplinary specialization with their non-WGSS elective courses.

Current and Proposed Graduate Minor Coursework

The WGSS graduate minor is open to any graduate student outside of the Department of Women’s, Gender and Sexuality Studies interested in developing a secondary area of expertise. The graduate minor provides an excellent background for students in a wide variety of disciplines. Completion of the graduate minor is noted on a student’s official Ohio State transcript.

The succinct summary changes to the Graduate Minor coursework include: dependable scheduling of core courses, and greater flexibility in meeting the requirements of 12 credit hours.

Degree Requirements

The requirements for the minor include successful completion (with grade B or above) of 12 credit hours of graduate-level WGSS courses.

Required Core Theory Course: 3 hours (choose 1 course at a minimum)

WGSST 7700 – Feminist Inquiry I

WGSST 7701 – Feminist Inquiry II

Elective Course: 9 hours (3 courses)

Choose **three** WGSST courses at the 5000-level or above.

- Students are strongly encouraged to take 7700 or 7701 as their first WGSST course if possible.

Course Descriptions

We will submit new course requests for 7701 and 7790, and we will request course change requests for 7700 to reflect its new status as the first of a two semester sequence course. The below sections highlight the learning goals for these courses.

7700 & 7701 is a two semester course called Feminist Inquiry.

A two semester course examining interdisciplinary feminist approaches to theory and methodology. Feminist inquiry involves a challenge to disciplinary thinking by advancing modes of thinking that question divisions between power, knowledge, objects and subjects of analyses, and the practices of academic engagement.

Core WGSS faculty will rotate as instructors of the courses, with no one faculty teaching both 7700 and 7701 in one academic year. The two semester structure evidences the department's commitment to extensively examine the breadth and depth of interdisciplinary feminist scholarship. The two semester course rationale emphasizes that significant time is necessary for students to properly engage with an ample sample of the wide range of interdisciplinary feminist theoretical frameworks and methodologies. Course content will not be duplicated across the semesters unless there are pedagogical reasons for doing so, per instructor consultation across the two semesters.

After completion of the 7700 course, first year WGSS PhD and MA students will be able to:

- Recognize interdisciplinary thinking through their writing and speaking;
- Read and evaluate a text's theoretical arguments;
- Understand the role of methodology in the development of original arguments;
- Write accurate and evaluative summaries of scholarship;
- Orally represent and analyze scholarship.

After completion of the 7701 course, first year WGSS PhD and MA students will be able to:

- Read and evaluate a text's theoretical arguments;
- Write accurate and evaluative summaries of scholarship;
- Identify the connection between methodology and epistemology in scholarship;
- Orally represent and analyze scholarship;
- Demonstrate interdisciplinary thinking through their writing and speaking;
- Begin to construct an interdisciplinary research agenda.

7790: Research and Writing Workshop.

A seminar dedicated to research and writing in feminist studies, leading to a final product such as a MA paper or thesis, a dissertation chapter, an article to be submitted for peer review, or a PhD proposal intended for national funding competitions. Also may include a review of professional development skills involved with peer review publishing, the construction of curriculum vita, and other professionalization topics.

After completion of the 7790 course, students will be able to:

- Articulate research projects in relevant literatures;
- Develop research questions central to final project;
- Construct and implement an interdisciplinary research agenda.

Reliable Scheduling Plan

Impact on Faculty Teaching Assignments

The changes proposed above will enable faculty members to offer advanced seminars on a much more frequent basis than under the previous program requirements.

Former Scheduling Plan

Under the former graduate program coursework plans, gateways and their corresponding topics seminars were offered in concurrent semesters on a two-year rotational basis. Core courses were offered either Autumn or Spring semester on an annual basis. One additional flex course could be offered during Spring semester due to the low credit hour offering (and therefore lower expected workload) of WGSST 8163. This plan allowed for a base of four 8000-level topics courses during a two-year cycle. Generally speaking, WGSS could support between 4-6 graduate course offerings per semester. The following chart does not indicate the overall number of courses that were be supported but instead demonstrates the base offerings on a two-year basis:

Even Academic Year ('16-'17)		Odd Academic Year ('17-'18)		Even Academic Year ('18-'19)		Odd Academic Year ('19-'20)	
AU	SP	AU	SP	AU	SP	AU	SP
7700	7760	7700	7760	7700	7760	7700	7760
7702	8163	7702	8163	7702	8163	7702	8163
7710	8810	7720	8820	7710	8810	7720	8820
8840	7780	8880	7740	8840	7780	8880	7740
	XXXX		XXXX		XXXX		XXXX

Proposed Scheduling Plan

The proposed graduate program coursework plans allow for greater scheduling flexibility for students and instructors. Under the proposed plan, core courses would retain their offerings in either Autumn or Spring semester on an annual basis, with the exception of WGSST 7760, which would be offered on a two-year basis. This plan allows for a base of seven 8000-level topics courses during a two-year cycle. Given current projected faculty and budgetary considerations, WGSS can still safely accommodate 4-6 graduate course offerings per semester. The following chart does not indicate the overall number of courses that may be supported but instead demonstrates the anticipated base offerings on a two-year basis:

Even Academic Year ('18-'19)		Odd Academic Year ('19-'20)		Even Academic Year ('20-'21)		Odd Academic Year ('21-'22)	
AU	SP	AU	SP	AU	SP	AU	SP
7700	7701	7700	7701	7700	7701	7700	7701
7702	8163	7702	8163	7702	8163	7702	8163
88XX	7790	88XX	7790	88XX	7790	88XX	7790
88XX	7760	88XX	88XX	88XX	7760	88XX	88XX
	88XX		88XX		88XX		88XX

Curriculum Transition Plan

The foregoing program description and articulation of requirements will supersede all previous program descriptions and requirements as of the first Autumn semester after final formal approval. Program requirements will apply to all students who first enroll in the PhD or MA program after these requirements' approval.

The department will not offer gateway courses after the 2017-2018 AY. Students beginning in the department this fall will be able to enroll in gateway courses for this AY only, and these will count as electives. Students in their final year of coursework (2nd year MA and PhD, 3rd year direct-to-PhD students) will need to conclude their gateway coursework this AY. All new incoming students will be required to take 7700 and 7760 in sequence in AY 2017-18, to mimic the new curriculum. New incoming PhD students beginning in Autumn 2017 will not be required to link their Candidacy Exams in subsequent years to the gateway courses. Our department size is too small to enable us to staff courses under both the current and the proposed curricula. Therefore, it is impossible to allow students to choose between either the current or the new program.

Department of Women's, Gender and Sexuality Studies
current vs. proposed Graduate Program Curriculum comparison

Category	Autumn 2017 Requirements	Proposed Autumn 2018 Requirements	Changes
Core courses	WGSST 7700 WGSST 7702 WGSST 7760 WGSST 8163	WGSST 7700 WGSST 7701 WGSST 7702 WGSST 7760 (PhD only) WGSST 7790 WGSST 8193	Added 7701 to create a two-semester introductory seminar; added 7790 writing workshop; removed 7760 methods requirement from MAs
Gateway courses	Choose two: WGSST 7710 WGSST 7720 WGSST 7710 WGSST 7780	N/A	Gateways & specialized tracks removed from curriculum.
Elective requirements	PhD: 9 hours in major field of study, 6 hours in minor field, 6 hours in dissertation field, 6 hours free electives. MA: minimum 6 hours in WGSS electives, up to 9 hours in related electives	PhD: minimum 9 hours in WGSS electives, up to 12 hours in related electives MA: minimum 9 hours in WGSS electives, up to 9 hours in related electives	Removed specialized fields/tracks from PhD requirements. Frees course selection to be based on offerings and student research needs in consultation with advisor.
Master's Exams	Select either exam or thesis option	Select either portfolio or thesis option	Removes exam option and replaces with portfolio option. New structure focuses on writing skills and depth of knowledge.
Candidacy Exams	One 20 page paper over 4 day period on major field; two 9-15 page papers over 4 day period on minor and dissertation field.	Three 20 page papers over three 4 day periods OR three 20 page developed papers OR a combination thereof. Option selected in consultation with advisor.	Varied candidacy exam options to allow student to focus on potentially developing a publishable paper out of candidacy.
Prospectus	Written and defended the semester following candidacy.	[no change]	[no change]
Dissertation	As stipulated by Graduate School and in consultation with Advisory Committee of at least three graduate faculty members, one of who must be the student's advisor and one additional WGSS core faculty member.	[no change]	[no change]

WGSS PhD Plan: Name

Advisor:

Minimum Requirements Key:

- Core WGSS courses (4 courses, 12 hours)
- GTA WGSS courses (2 courses, 4 hours)
- WGSS Elective Courses (minimum 3 courses, 9 hours)
- Non-WGSS Elective courses (up to 4 courses, 12 hours)
- Language Requirement (2 courses, 6 hours)*

Year One:		Year Two:		Year Three:		Year Four:		Year Five:	
AU	SP	AU	SP	AU	SP	AU	SP	AU	SP
WGSS 7700	WGSS 7701	WGSS 8800	WGSS 8801	WGSS 8999	WGSS 8999	WGSS 8999	WGSS 8999	WGSS 8999	WGSS 8999
WGSS 7702	WGSS 8801	WGSS 8802	WGSS 8803						
WGSS 880X	WGSS 770X	Elective	Elective						
	WGSS 7700	Language**	Language**						
	WGSS 7702								
To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:
File "Transfer of Graduate Credit" on platform to transfer graduate credit from MA degree	Complete annual review process	Formalize exam committee	Complete annual review process	On exam dates with committee and program coordinator	Formalize dissertation committee		Complete annual review process	File "Application to Graduate" by third Friday of semester	Defend Dissertation
	Consider your exam committee members	Select exam option in consultation with advisor	Prepare reading lists	File "Application for Candidacy" on platform, at least two weeks prior to oral defense date	Write Prospectus			Set dissertation defense date with committee and program coordinator	
			Have reading lists approved by exam committee		Have Prospectus approved by final week of Spring semester			File "Application for Final Examination" at least two weeks prior to dissertation defense date	
					Complete annual review process			Share final draft of dissertation with committee at least two weeks prior to defense date	
								Share final draft of dissertation with outside reviewer one week prior to defense date	
								Submit approved and final dissertation to Graduate School	

Notes:

- Research Interests:
- GTA or Fellowship:
- Fellowship:
- Additional Pursuits:
- Extra notes:
- **If required

80 total graduate credits required for PhD
30 hours of graduate credit granted for MA from previous institution (if applicable)
2/3 of credit hours must be in WGSS

WGSS Direct-to-PhD Plan: Name

Advisor:

Minimum Requirements Key:

Core WGSS courses (4 courses, 12 hours)
GTA WGSS courses (2 courses, 4 hours)
WGSS Elective Courses (minimum 3 courses, 9 hours)
Non-WGSS Elective courses (up to 4 courses, 12 hours)
Language Requirement (2 courses, 6 hours)*

Year One:			Year Two:			Year Three:			Year Four:			Year Five:			Year Six:		
AI	SP	SU	AI	SP	SU	AI	SP	SU	AI	SP	SU	AI	SP	SU	AI	SP	
WGSS 7702 WGSS 7703 WGSS 8806	WGSS 7702 WGSS 8163 WGSS 7704 WGSS 7705	Options	WGSS 8104 WGSS 8804 Grad Minor/GS	WGSS 8104 WGSS 8105 Grad Minor/GS Elective	Options	Language* Grad Minor/GS Elective	Language* WGSS 8105 Grad Minor/GS		WGSS 8105 WGSS 8106	WGSS 8106	WGSS 8106	WGSS 8106	WGSS 8106	WGSS 8106	WGSS 8106	WGSS 8106	
To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	To Do:	
	Consider your exam committee members Complete annual review process	Complete GTA summer orientation	Complete annual review process			Formalize exam committee Select exam option in consultation with advisor	Prepare reading lists Have reading lists approved by exam committee Complete annual review process	Candidacy Exam To Do:	Set exam dates with committee and program coordinator File "Application for Candidacy" on gradeforms at least two weeks prior to oral defense date Complete annual review process	Formalize dissertation committee Write Prospectus Have Prospectus approved by final week of Spring semester	Complete annual review process			File "Application to Graduate" by the 1st/15th of semester Set dissertation defense date with committee and program coordinator File "Application for Final Examination" at least two weeks prior to dissertation defense date Share final draft of dissertation with committee at least two weeks prior to defense date Share final draft of dissertation with outside reviewer one week prior to defense date Submit approved and final dissertation to Graduate School			

Notes:

- Research interests:
- GTA or Fellowship:
- Fellowship:
- Additional Pursuits:
- Extra notes:
- *if required

80 total graduate credits required for PhD
30 hours of graduate credit granted for MA from previous institution (if applicable)
2/3 of credit hours must be in WGSS

PH.D. PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Major Field: _____

Minor Field: _____

Committee Members: _____

Program Milestones

Date Completed/Expected

Comments

Program of Study Filed:

Reading List Filed:

Candidacy Exam Taken:

Language Proficiency Passed:

Dissertation Prospectus Filed:

Dissertation Defense Expected:

Core Courses: Students must take 7700, 7702 and 7760 as core requirements for the PHD in Women's, Gender and Sexuality Studies. These courses may not be substituted and are only offered once per academic year.

Course #	Course Title	Term	Grade
WGSS 7700	<u>Feminist Inquiry: Theory</u>	_____	_____
WGSS 7702	<u>Feminist Pedagogy</u>	_____	_____
WGSS 7760	<u>Feminist Inquiry: Methods</u>	_____	_____

Gateway Courses: Students must choose 2 gateway courses from 7710, 7720, 7740, 7780. Students should consult with their advisor in choosing gateway areas and choose elective courses that correspond with their chosen gateway/concentration.

Major Field

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Minor Field

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____

Electives

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____

Graduate Minor (If applicable)

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

36 CREDIT HOURS REQUIRED IN PHD COURSEWORK

_____ HRS EARNED

Comments:

WGSS PHD PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Committee Members: _____

Program Milestones

Date Completed/Expected

Comments

Program of Study Filed:

Reading List Filed:

Candidacy Exam Taken:

Language Proficiency Passed:

Dissertation Prospectus Filed:

Dissertation Defense Expected:

Core Courses: Students must take 7700, 7701, 7790 and 7760 as core requirements for the PhD in Women's, Gender and Sexuality Studies. These courses may not be substituted.

Course #	Course Title	Term	Grade
<u>WGSST 7700</u>	<u>Feminist Inquiry I</u>	_____	_____
<u>WGSST 7701</u>	<u>Feminist Inquiry II</u>	_____	_____
<u>WGSST 7790</u>	<u>Research & Writing Workshop</u>	_____	_____
<u>WGSST 7760</u>	<u>Feminist Inquiry: Methods</u>	_____	_____

GTA Courses: Students must take 7702 corresponding with their first semester as a GTA. Students must take 8163 the following semester.

<u>WGSST 7702</u>	<u>Feminist Pedagogy</u>	_____	_____
<u>WGSST 8163</u>	<u>WGSS Teaching Practicum</u>	_____	_____

WGSS Elective Courses: Students must take at least 9 credit hours of WGSS courses.

Course #	Course Title	Term	Grade
_____	_____	_____	_____

Non-WGSS Elective Courses: Students may take up to 12 credit hours of related discipline-based courses offered by other academic units. These electives may also be filled by other WGSS courses. Students are encouraged to consider pursuing a graduate minor or interdisciplinary specialization with these elective courses. Students are also encouraged to take an additional methods course.

Course #	Course Title	Term	Grade
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37 CREDIT HOURS REQUIRED IN PHD COURSEWORK

 HRS EARNED

Comments:

WGSS MA Plan: Name

Advisor:

Minium Requirements Key:

Core WGSS courses (3 courses, 9 hours)
GTA WGSS courses (2 courses, 4 hours)
WGSS Elective Courses (minimum 3 courses, 9 hours)
Non-WGSS Elective Courses (up to 3 courses, 9 hours)

Year One:			Year Two:	
AU	SP	SU	AU	SP
WGSST 7700	WGSST 7701	<i>Optional</i>	WGSST 88XX	WGSST 8193
WGSST 7702	WGSST 8163		WGSST 88XX	Elective
WGSST 88XX	WGSST 7790 Elective		Elective	Elective
				Thesis or Portfolio
To Do:	To Do:		To Do:	To Do:
	Select thesis or portfolio option		Finalize committee	File "Application to Graduate" by third Friday of semester
				Execute thesis or portfolio
				Defend thesis, if applicable

Notes:

- Reasearch Interests:
- GTA or Fellowship:
- Fieldwork:
- Additional Pursuits:
- Extra notes:

30 total graduate credits required for MA
2/3 of credit hours must be in WGSS

WGSS MA PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Committee Members: _____

Program Milestones

Option Selected

Comments

MA Exam:

MA Thesis:

Core Courses: Students must take 7700 and 7760 as core requirements for the MA in Women's, Gender and Sexuality Studies. These courses may not be substituted.

Course #	Course Title	Term	Grade
<u>WGSST 7700</u>	<u>Feminist Theory: Inquiry</u>	_____	_____
<u>WGSST 7760</u>	<u>Feminist Theory: Methods</u>	_____	_____

GTA Courses: Students must take 7702 corresponding with their first semester as a GTA. Students must take 8163 the following semester.

<u>WGSST 7702</u>	<u>Feminist Pedagogy</u>	_____	_____
<u>WGSST 8163</u>	<u>WGSS Teaching Practicum</u>	_____	_____

WGSS Gateway Courses: Students must choose two (6 credit hours) of the following gateway courses: 7710, 7720, 7740, or 7780.

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____

Elective Courses: Students must take at least 15 credit hours of elective courses. Of these, 6 credit hours must be in WGSS courses at the 5000-level or above. The remaining 9 credit hours may be from WGSS courses or related discipline-based courses offered by other academic units. Students are encouraged to consider pursuing a graduate minor or interdisciplinary specialization with these elective courses.

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

31 CREDIT HOURS REQUIRED IN MA COURSEWORK

_____ HRS EARNED

Comments:

WGSS MA PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Committee Members: _____

Program Milestones

Option Selected

Comments

MA Portfolio:

MA Thesis:

Core Courses: Students must take 7700, 7701, and 7790 as core requirements for the MA in Women's, Gender and Sexuality Studies. These courses may not be substituted.

Course #	Course Title	Term	Grade
<u>WGSST 7700</u>	<u>Feminist Inquiry I</u>	_____	_____
<u>WGSST 7701</u>	<u>Feminist Inquiry II</u>	_____	_____
<u>WGSST 7790</u>	<u>Research & Writing Workshop</u>	_____	_____

GTA Courses: Students must take 7702 corresponding with their first semester as a GTA. Students must take 8163 the following semester.

<u>WGSST 7702</u>	<u>Feminist Pedagogy</u>	_____	_____
<u>WGSST 8163</u>	<u>WGSS Teaching Practicum</u>	_____	_____

WGSS Elective Courses: Students must take at least 9 credit hours of WGSS courses.

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Non-WGSS Elective Courses: Students may take up to 9 credit hours of related discipline-based courses offered by other academic units. These electives may also be filled by other WGSS courses. Students are encouraged to consider pursuing a graduate minor or interdisciplinary specialization with these elective courses.

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

31 CREDIT HOURS REQUIRED IN MA COURSEWORK

_____ HRS EARNED

Comments:

WGSS GRADUATE MINOR PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Core Course: Students must take either 7700 or 7760. This requirement may not be waived.

Course #	Course Title	Course	Term	Grade
<u>WGSST 7700</u>	<u>Feminist Theory: Inquiry</u>	_____	_____	_____
<u>WGSST 7760</u>	<u>Feminist Inquiry: Methods</u>	_____	_____	_____

WGSS Gateway Course: Students must choose one of the following gateway courses: 7710, 7720, 7740, 7780.

Course #	Course Title	Term	Grade
_____	_____	_____	_____

WGSS Concentration Course: It is recommended that students select the concentration course that corresponds to their gateway: 8810, 8820, 8840, 8880.

Course #	Course Title	Term	Grade
_____	_____	_____	_____

WGSS Elective Courses: Students must choose one WGSST courses at the 5000-level or above.

Course #	Course Title	Term	Grade
_____	_____	_____	_____

12 CREDIT HOURS REQUIRED IN GRAD MINOR COURSEWORK

_____ HRS EARNED

Comments:

WGSS GRADUATE MINOR PROGRAM OUTLINE

Student Information

Student Name: _____

Academic Year: _____

Core Courses: Students must take either 7700 or 7701. This requirement may not be waived.

Course #	Course Title	Course	Term	Grade
<u>WGSST 7700</u>	<u>Feminist Inquiry I</u>	_____	_____	_____
<u>WGSST 7701</u>	<u>Feminist Inquiry II</u>	_____	_____	_____

WGSS Elective Courses: Students choose three WGSST courses at the 5000-level or above.

Course #	Course Title	Term	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

12 CREDIT HOURS REQUIRED IN GRAD MINOR COURSEWORK

_____ HRS EARNED

Comments:

Women's, Gender and Sexuality Studies 7700
Feminist Inquiry I
Mondays, 2:15am – 5:00pm
Denney Hall 262

Professor Mary Thomas
Dulles Hall 308E
Office phone: 614-292-9866
thomas.1672@osu.edu

Office hours: Wednesdays 2:15-3:30pm and by appointment

Course goals and learning outcomes

Welcome! This seminar is the first semester of a two semester course on Feminist Inquiry. The course examines interdisciplinary feminist approaches to theory and methodology, and both courses are required in sequence for all WGSS MA and PhD students in their first years of study in the department. Others, like Graduate Minors in WGSS, may enroll in either half of the sequence if space allows and are not required to take the first half to enroll in the second.

Feminist Inquiry I involves a challenge to disciplinary approaches by advancing modes of thinking that question divisions between power, knowledge, objects and subjects of analyses, and the practices of academic engagement. In this course you will read a range of relatively new texts. The class is less an introduction to, or historical overview of, feminist theory (an impossible task), as it is an exercise in learning to evaluate the interdisciplinary methods and theories that various feminist scholars utilize to make their arguments. I hope that the course's design will help you shape the tools you need to read well and go on to do your own feminist inquiry and authorship.

We will spend the bulk of our time trying to decipher the strategies, rhetoric, theoretical genealogies, and empirical contributions of the authors whose work we read. This is a demanding class with a considerable workload, and it will thus require considerable effort on your part. It will not be enough to merely do the required reading listed below and come to class with questions about the text. Instead, you will have to do significant work figuring out the terminologies and methods authors use to create an argument.

After completion of the 7700 course, first year WGSS PhD and MA students will be able to:

- Recognize interdisciplinary thinking through their writing and speaking;
- Read and evaluate a text's theoretical arguments;
- Understand the role of methodology in the development of original arguments;
- Write accurate and evaluative summaries of scholarship;
- Orally represent and analyze scholarship.

A note on classroom etiquette

For the next two to six years (or perhaps 30), your job will be as a scholar. Please consider this course part of your career and work life. Being a graduate student means

you must begin to think about how to create your professional identity. Hopefully this course and our work in it will help you in some small way to begin to do that, both in terms of engagement with other scholars, and in terms of identifying scholarship that speaks to you and your interests, talents, and passions.

You must approach the work required in this class with a dedication to learn the skills you will need to build your career as a scholar of whatever specialty or profession. This includes not merely learning a variety of theoretical approaches, but also striving to be a thoughtful, curious reader and a practiced, clear writer. Articulating your ideas with others is another vital aspect of scholarship. *Your effort in all of these tasks* is what will make this class succeed for you and for all of us.

Engage in rigorous, courteous conversation. Treat your colleagues with respect and consideration. That means being in class on time, with prepared notes, with questions, and with interest. Set aside sufficient time to struggle with words as you write and to work on well-crafted and thought-provoking essays. Enjoy a close engagement with texts and ideas, and with each other. Dis/agree, debate, converse, and struggle and learn together. These are all the joys of graduate school.

Disability Services

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

Assignments

Prepare 2-4 **questions** every week for class discussion and bring me a printed copy of these questions to class. The questions should be engaging, productive to group conversation, and considered, rather than speculative (e.g., “how did the author feel talking to prisoners?”) or empirical (e.g., “how many women were incarcerated in 2010?”). Your question list could include ones about methodology (how the author constructs her argument), rhetoric (how the author uses language to make her points), ontology (her theory of how the world exists), or epistemology (her understanding of what knowledge is). Have at least two but no more than four questions each week. You will turn these in to me at the beginning of class *on paper*, so always be sure to have a copy for yourself for discussion. Do not give me handwritten questions that you fill in five minutes before or into class; I will not accept them.

Beginning week four (September 21) you will be required to design a ‘roadmap’ for the following ten texts we read. This will entail the following steps:

1. Construct a skeletal **outline** of each book that we read (max one page double spaced; use the page and do not turn in anything much shorter than a full page). In this, identify key theorists/scholars and concepts that the author uses to construct her arguments and the methodologies utilized. Be sure you identify the

core conceptual priorities of the author, rather than focusing on the minute details of the argument. What is the author's inquiry and what does it offer to a body of scholarship? What is the role of methodology in the development of the author's arguments? Do not reproduce a table of contents! Make this a meaningful exercise so that you can go back to these later and use them as useful roadmaps for the core arguments each text constructs.

2. Write a 200 word **abstract** describing the author's main theoretical argument and methodological approach. In contrast to the outline, the abstract should be full sentences.

You will also write four 1500 word **response papers** this semester between weeks 4 and 12. Each 1500 word response paper should cover one book only. The response papers will be due on Friday of the week we read the book; in other words, turn the response paper for your chosen book the last day of the week during which we have discussed the book. I want you to be able to utilize class discussion for the writing of the response paper. Each response paper should communicate the book's arguments, its major findings, and your engagements or critiques of these. Please do not describe your own research – stick to the conceptual engagements you find useful and then detail those in the paper. We will talk more about these papers the first couple weeks of class.

I encourage you to work together, talk about the texts, and help each other. However, each of you is responsible for turning in your own written work. Plagiarism (“the representation of another's works or ideas as one's own” – see University Rule 3335-31-02) will be reported, so make sure you cite appropriately, even with your outlines and in your questions.

You must also be an active campus participant in events, lectures, forums, or conferences. This is especially important when we have WGSS invited guests (Karen Ho will be our guest on September 18). It is a departmental policy to require WGSS students to attend at least 2 of these events per each semester that you are enrolled in a core course. Please see the [events](#) page of our department's website for sponsored events. After attending, please submit a short written response to the event to me. If you are fulfilling this requirement for another core course as well, you may use the same events for both courses. If you are not a WGSS student, you may go to any talk on campus to fulfill this requirement.

Finally, you must participate in class discussion. While speaking in class is sometimes difficult for some students, discussion is a central component of your professional development. I will endeavor to encourage a supportive atmosphere in class in which to develop your ideas, and in return *I expect all of you to come prepared to talk.* If you do not actively engage in class discussions, your grade will be seriously affected. I expect everyone to speak every week. Oral skill building is a learning goal for this course!

Grades

Attendance at WGSS/campus events	5%
Participation and attendance	10%
Outlines, abstracts, and questions	25%
Response papers (15% x 4)	60%

If you miss any class meeting, you are still responsible for an outline and questions. You may not miss more than one class meeting during the semester. No exceptions.

Readings and Class Schedule

I have not ordered books for you – please order them through the library system or your chosen online bookstore immediately to be sure you have them when required. Some of these texts are e-books in the library system, but be aware that the access to each title is often restricted to ONE USER AT A TIME. That means if someone else is reading the book online, no one else can access the book (it depends on the license the library has for the book). If you want to read the books through the library, you must plan ahead (you can often download the chapters one by one and save them). No one will be excused from required reading because they couldn't access the readings through the library system. Plan ahead. ☺

Week one: August 31

Miranda Joseph (2014) *Debt to society*. University of Minnesota Press

Week two: September 7 LABOR DAY no class

Week three: September 14

Karen Ho

- (2009) *Liquidated: an ethnography of Wall Street*. Duke University Press (READ the introduction, Chapter 1, and Chapter 7)
- (2012) Occupy Finance and the paradox/possibilities of productivity *Cultural Anthropology* <http://www.culanth.org/fieldsights/340-occupy-finance-and-the-paradox-possibilities-of-productivity>
- (2015) Laura Bear, Karen Ho, Anna Tsing, and Sylvia Yanagisako, Gens: A feminist manifesto for the study of capitalism *Cultural Anthropology* <http://www.culanth.org/fieldsights/652-gens-a-feminist-manifesto-for-the-study-of-capitalism>

WGSS graduate students are expected to attend a seminar with Karen Ho on Friday September 18 at 10am; and to attend a public lecture by her at 3:00pm. Everyone in the class is welcome to attend either or both of these events! More details in class.

Week four: September 21

Bobby Benedicto (2014) *Under bright lights: gay Manila and the global scene*. University of Minnesota Press

Week five: September 28

Lisa Guenther (2013) *Solitary confinement: social death and its afterlives*. University of Minnesota Press

Week six: October 5

Beth Richie (2012) *Arrested justice: black women, violence, and America's prison nation*. NYU Press

Week seven: October 12

Dean Spade (2015) *Normal life: administrative violence, critical trans politics, and the limits of law*. Duke University Press

Week eight: October 19

Kim TallBear (2013) *Native American DNA: tribal belonging and the false promise of genetic science*. University of Minnesota Press

Week nine: October 26

Afsaneh Najmabadi (2014) *Professing selves: transsexuality and same-sex desire in contemporary Iran*. Duke University Press

Week ten: November 2

Richa Nagar (2014) *Muddying the waters: coauthoring feminisms across scholarship and activism*. University of Illinois Press

Week eleven: November 9

Aimee Meredith Cox (2015) *Shapeshifters: Black girls and the choreography of citizenship*. Duke University Press

Week twelve: November 16

Alison Kafer (2013) *Feminist, queer, crip*. Indiana University Press

Week thirteen: November 23

Lynn Itagaki (2016) *Civil racism: the 1992 Los Angeles Rebellion and the Crisis of Racial Burnout*. University of Minnesota Press.

Week fourteen: November 30

Priscilla Pena Ovalle (2011) *Dance and the Hollywood Latina*. Rutgers University Press.

Women's, Gender and Sexuality Studies 7701
Feminist Inquiry II
Weekly, 2:15am – 5:00pm
University Hall 286 Conference Room

Professor Shannon Winnubst

University Hall 286

Office phone: 614-292-3915

winnubst.1@osu.edu

Office hours: Wednesdays 2:15-3:30pm and by appointment

Course goals and learning outcomes

Welcome! This seminar is the second semester of a two semester course on Feminist Inquiry. The course examines interdisciplinary feminist approaches to theory and methodology, and both courses are required in sequence for all WGSS MA and PhD students in their first years of study in the department. Others, like Graduate Minors in WGSS, may enroll in either half of the sequence if space allows and are not required to take the first half to enroll in the second.

Feminist Inquiry II involves a challenge to disciplinary approaches by advancing modes of thinking that question divisions between power, knowledge, objects and subjects of analyses, and the practices of academic engagement. In this course you will read a range of texts. The class will help you shape the tools you need to read well and go on to do your own feminist inquiry and authorship. The ultimate assignment in the course requires you to begin to construct an interdisciplinary research agenda by authoring your first attempt at a research proposal or a preliminary draft of a research paper.

We will spend the bulk of our time trying to decipher the strategies, rhetoric, theoretical genealogies, and empirical contributions of the authors whose work we read. This is a demanding class with a considerable workload, and it will thus require considerable effort on your part. It will not be enough to merely do the required reading listed below and come to class with questions about the text. Instead, you will have to do significant work figuring out the terminologies and methods authors use to create an argument.

After completion of 7701, students will be able to:

- Read and evaluate a text's theoretical arguments;
- Write accurate and evaluative summaries of scholarship;
- Identify the connection between methodology and epistemology in scholarship;
- Orally represent and analyze scholarship;
- Demonstrate interdisciplinary thinking through their writing and speaking;
- Begin to construct an interdisciplinary research agenda.

Disability Services

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

Assignments

1. Attendance and Participation (25%): The success of this course depends, in large part, on your willingness to engage with your colleagues in sustained and collegial discussion, and so I expect that everyone will come to class prepared for in-depth analysis of the assigned readings. Once during the semester, each student (working in groups of two) will prepare a presentation on the readings and help to facilitate discussion for the first 30 minutes of class. Your presentation should include a brief overview of the readings that will generate class discussion. Do not merely summarize the text(s); instead, bring the texts into conversation with other course material, offer some context for the readings, and note themes and questions that you think are central to the texts. I recommend that you meet with me in advance to help prepare your presentation. In addition, everyone should post a brief comment or question on Carmen about the readings each week. These comments/questions should be posted by **8pm on Tuesday evenings**.
2. Response papers (15% each; 45% total): I ask you to write three papers (2-3 pages each) that respond to the course reading; no outside research is required. Your response paper should offer a critical analysis that asks about the strengths and/or potential problems of each text, situate the texts in dialogue and ask what we might gain from exploring their inter-relationship, and consider how the texts relate to broader themes we explore in the course. Response papers will be due on the day the reading is discussed; no late papers will be accepted. One of your papers can coincide with your presentation.
3. Final writing assignment (30%): There are a variety of options for the final writing assignment, but the purpose is to develop a piece of writing that will be helpful to you as you continue in your graduate program. Page lengths will vary depending on what you choose to do, but in general, expect to write 20 pages. Here are two options, but keep in mind that they will need to identify a research agenda, examine literature relevant to that research topic, and design a methodology appropriate to the arguments developed: (1) a research paper on a topic or theme of your choice and developed in consultation with me; (2) an MA thesis or dissertation proposal. We will discuss this further as a

class, and you should plan to meet with me individually as well. On February 12, you should turn in a proposal which includes a one-paragraph explanation of your topic and a preliminary bibliography (5-7 sources).

SCHEDULE OF READINGS

January 8: Introduction to the course

January 15: Audre Lorde. *The Cancer Journals: Special Edition*. Aunt Lute, 1980.

January 22: Dána Ain Davis, and Christa Craven. *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*.

January 29: Brenda Weber. *Makeover TV: Selfhood, Citizenship, and Celebrity*. Duke UP, 2009.

February 5: David Crow. *Visible Signs: An Introduction to Semiotics in the Visual Arts*. Lausanne, 2010.

February 12: Rosemary Garland Thomson. *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia UP, 2017.

February 19: María Lugones: *Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions*. Rowman and Littlefield, 2003.

February 26: Aihwa Ong, *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Duke UP, 2006.

March 5: Sara Ahmed: *On Being Included: Racism and Diversity in Institutional Life*, Duke UP, 2012.

March 12: No class; spring break

March 19: Nancy Fraser, *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. Verso, 2013.

March 26: Mitchell, Koritha. *Living with Lynching*. U Illinois Press, 2011

April 2: Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times*, Duke UP, 2007.

April 9: Melissa Wright, *Disposable Women and Other Myths of Global Capitalism*. Routledge, 2006.

April 16: Elizabeth Povinelli, *Geontologies: a Requiem to Late Liberalism*. Duke UP, 2016.

April 23: Final paper due

WGSS 7790: Research and Writing Workshop
Spring 2019
Tuesdays 1-4pm, University Hall 286

Professor Mary Thomas

308E Dulles Hall

thomas.1672@osu.edu

614-292-9866

Office hours MW 10am-noon or by appointment

University Documented Disabilities:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your needs. Students with disabilities that have been certified by the Student Life Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Student Life Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> This office coordinates reasonable accommodations for students with documented disabilities.

Course Description:

WGSS 7790: Research and Writing Workshop is a workshop-based seminar with clear goals: to help you identify a concise idea for a final product in written form and provide support to you to complete that document. Final products may include an M.A. paper or thesis, a dissertation chapter, an article to be submitted for peer review, or a Ph.D. proposal intended for national funding competitions. The course will also include a review of professional development skills involved with peer review publishing, the construction of curriculum vita, and other professionalization topics.

This course addresses the needs of graduate students and future academics who are finding it difficult to consolidate ideas into a final polished product. The course will help students to develop the skills to hone research ideas, identify relevant literatures to the research idea, write toward a final product, and revise so that the final product is polished and successful in its written communication of original thought.

Course Goals:

- To develop and refine scholarly argumentation to the level of publication or defensible quality.
- To strengthen revision and writing skills.
- To identify and complete a final product to include one of the following: an article draft ready for submission to an appropriate journal; a Masters thesis or paper; a dissertation chapter; or a dissertation proposal for a competitive grant at the national or international level.

- To complete a polished Curriculum Vitae.

Learning Outcomes:

After completion of the 7790 course, students will be able to:

- Articulate research projects in relevant literatures;
- Develop research questions central to final project;
- Construct and implement an interdisciplinary research agenda.

Required Texts:

Wendy Belcher, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, SAGE. ISBN: 141295701X

Paul Silva, *How to Write a Lot: A Practical Guide to Productive Academic Writing*, APA. ISBN: 1591477433

Adam Pzeworski and Frank Salomon, *On the Art of Writing Proposals*. SSRN, available free online: <https://www.ssrn.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>.

Recommended:

MLA Handbook for Writers of Research Papers or style guide appropriate to your discipline

Richard Lanham, *Revising Prose*

Course Requirements:

Class assignments	35%	In-class and homework assignments uploaded to Box, course webpage dropbox or Discussion board (5% each day)
Submit article for class discussion on time	5%	Upload to Box by 9am day before class discussion of article, eg. T class: M 9am/TH class: W 9am upload
4 Draft critiques (2.5% each)	10%	Course webpage discussion board posts of 200-250 words providing critique of article (Refer to Belcher handout on Feedback) by 12pm noon before class discussion of article
Discussion leading on peer article review	5%	Provide 5-minute outline of critique, what article is doing well. Refer to Belcher handout on Feedback.
Collaborative notes on peer article review (2)	5%	Take notes on 30-min session for a peer article review, upload within a day to be helpful to author (2.5% each)
Revised draft sent to journal, advisor, or committee	20%	Must BCC me on the email or forward me the confirmation email by Monday, 6 June 2016 9pm.
Participation	20%	Verbal contributions in class discussions

NOTE: I use +/- grading in this course.

For Letter grades: You must complete all assignments to receive a passing grade in the course. Assignments are graded A or F, complete or incomplete. I will only alert you if I (1) have not received the assignment, or (2) you have not fulfilled the assignment.

Participation

A: You make regular contributions to discussion. You encourage, expand or affirm others' ideas, and your comments are succinct, original and thoughtful.

B: You contribute once a week.

C: You contribute occasionally.

D: You make one or two comments during the semester.

F: You attend but say nothing.

Participation is verbal interaction in class and is not synonymous with your attendance; everyone is expected to speak in class during discussions. You are required to respect the contributions of your peers. If you participate in a way that is aggressive, unnecessarily critical, continually interrupt others, ridicule others verbally or non-verbally (rolling your eyes, napping, talking out of turn, whispering, and snickering), you will be asked to leave the room and will receive an F for that day.

Absences

- You will receive 1 excused absence regardless of the reason.
- After 1 absence (including excused), your final grade will be reduced 2 grade points: for example, from a B (9) to a C+ (7), A (12) to a B+ (10).
- It is imperative to let me know extenuating circumstances before, rather than after class meetings or deadlines. There are no exceptions.

Class Discussion Leading on Article (Sign up first day of class)

Each student will be required to lead a discussion session on an article critique with 5 minutes of comments. Please refer to Belcher's handout on feedback to guide your critique. Make sure to say things in a way that you would like your own work to be discussed. Let's talk by email, phone, in office hours or by appointment if you are having difficulties with the articles.

Course Webpage Discussion Board Postings (4 due over the course of the class)

Post your 200-250 word critique of an article slated for peer review that class meeting. Post by 12pm noon before the article discussion. Please refer to Belcher's handout on feedback to guide your critique. Make sure to say things in a way that you would like your own work to be discussed.

Collaborative Peer Review Notes (Sign up first day of class for 2)

Class discussion is the laboratory of ideas, but oftentimes the fast pace and ferment of intellectual activity can leave some important issues unaddressed or give them short shrift. This document of our collective critique serves as a record of this ferment for the student's later review and revision. Each meeting, two students will record the 30-minute class discussions on each student's article. Do not sign up to journal for the same student's article for which you are leading discussion. Notes are due the day following the discussion. Post your collective journal entries to discussion board.

Assignments should be typed, double-spaced, in 12 pt. font, and with 1-inch margins. Pages should be numbered with your last name at the top right of each page. Be sure to back up written work on disk, external hard drive or OSU cloud box.osu.edu.

Late papers lose one full letter grade for each weekday they are late. Papers over one week late will automatically receive an F. Please let me know before the paper deadline if you have a

medical excuse (attach signed form to paper) or other extenuating circumstances that might require a late submission.

Plagiarism

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the University.

Plagiarism is defined as the use of another's words or ideas, or a paraphrase of another's work without proper attribution. Taking any idea you read in a book, on the internet, or your roommate's paper from last year and presenting their ideas as your own constitutes plagiarism. Plagiarism via the internet is not only dishonest, it's also liable to be caught. Paper assignments for this course do not match well with what's available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself.

It is always better, safer, and easier to do your own work and cite your sources than to incur punishment for not doing so. Plagiarizing ideas is a serious matter, punishable with failure in the course, suspension, or expulsion from the University. I am required to report any acts of plagiarism to the Committee on Academic Misconduct and will do so without hesitation. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](http://studentaffairs.osu.edu/info_for_students/csc.asp): http://studentaffairs.osu.edu/info_for_students/csc.asp.

If you have further questions or trouble with any of the assignments, consult *A Pocket-Style Manual* and/or please come and talk to me.

Office hours is a time devoted to discussing your ideas or writing on an individual basis. I would like to meet with you at least once this semester to evaluate your progress in the course. I could arrange to see you outside of scheduled office hours.

WGSS 7790: Course Schedule-At-A-Glance

- Readings should be completed before meeting
- This schedule may be amended by announcements in class and online. Check the course webpage and your email daily and come to class on time.

Week	Readings due before class meeting (B=Belcher; P=Pzeworski and Salomon; S=Silva)	Assignments due before class
W1	BIntro: Using This Workbook	Begin to draft an outline of your goals and product
W2	P entire document	1. Write and upload 2-3 research questions pertaining to your goal
W3	S1-3	1. Keep a writing log and report on your practices for the next three weeks for other courses or tasks
W4	B1 Designing your plan for Writing B2 Starting Your Article B4 Selecting a Journal or Grantee (thesis authors should imagine where their work should be published)	1. Upload draft outline 2. Email professor(s)/mentor(s) for three top journals for article placement or in discipline and/or (sub)field 3. Ask one or two professors with whom you have a good relationship, taken a seminar or who are in your field if they will provide feedback on your article draft by the fifth week
W5	B3 Advancing Your Argument B6 Strengthening Your Structure B9 Giving, Getting and Using Others' Feedback S5	Upload the following to Box.osu.edu before class 1. Find and post a model article by an assistant professor or graduate student published in last 3 years 2. Reverse outline of your model article 3. Find writing partner/group (may be with writers not in the class) and fill out contract 4. Write abstract draft and bring 2 hard copies to class in addition to upload 5. Begin to fill out 3 journal reviews Discussion board: 6. Article critique discussion post 7. Cut and paste your detailed writing process into a post. Please no attachments.
W6	B5 Reviewing the Related Literature Revisit W6 Strengthening Your Structure	Write and send your query email. Upload the following to Box.osu.edu before class 1. Reverse outline of your draft article

		<p>2. Fill out Belcher's citation handout, bring to class</p> <p>3. Fill out 3 journal reviews, bring to class</p> <p>Discussion board:</p> <p>4. Article critique discussion post</p> <p>5. Create list of revision tasks addressing (1) your additional readings and (2) identify what is missing from your outline</p>
W7	B7 Presenting Your Evidence B8 Opening and Concluding Your Product	<p>1. Evaluate each of Belcher's suggestions for your type of article: SocSci (192-196) and Humanities (197-198). If you fall into some of these categories, how do you plan on revising them?</p> <p>2. Provide 5 different titles for your writing, bring to class</p> <p>3. Revise revision list to reflect what you have accomplished and what more you have to do.</p> <p>Discussion board:</p> <p>4. Article critique discussion post</p>
W8	NO FORMAL CLASS MEETING – make appointments for individual meetings with Prof. Thomas	<p>Suggestion: Write on-site</p> <p>Discussion board:</p> <p>Provide feedback to previous article submission, post on course website and email student your comments</p>
W9	B10 Editing Your Sentences	<p>TBD</p> <p>1. Revise revision list to reflect what you have accomplished and what more you have to do.</p> <p>Discussion board:</p> <p>2. Article critique discussion post</p>
W10	Sample faculty CVs available on course webpage	<p>1. Upload CV draft</p> <p>Discussion board:</p> <p>2. Provide aggregate feedback on common mistakes</p>
W11		<p>1. Upload revised CV</p> <p>Discussion board:</p> <p>2. CV critique discussion post</p>
W12	B11 Wrapping Up Your Product B12 Writing the Cover Letter	

W13	BX: Responding to Journal Decisions	Suggestion: Write on-site Discussion board: Provide feedback to previous article submission, post on course website and email student your comments
W14	NO FORMAL CLASS MEETING – make appointments for individual meetings with Prof. Thomas	Final editing/feedback
W15	Congratulations!	Submit your final product to your advisor or journal – and BCC me.