

Term Information

Effective Term Autumn 2018

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 Graduate
Course Number/Catalog 7701
Course Title Feminist Inquiry II
Transcript Abbreviation Feminist InquiryII
Course Description The second of a two semester course examining interdisciplinary feminist approaches to theory and methodology. The course questions divisions between power, knowledge, objects and subjects of analyses, and the practices of academic engagement. Emphasizes the connection between methodology and epistemology in feminist scholarship. Spring only.
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? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- 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.

Content Topic List

- Feminist theories of gender, sex, race/ethnicity, sexuality; feminist methodology and epistemology

Sought Concurrence

No

Attachments

- WGSST 7701 Sample Syllabus.pdf: WGSST 7701 Syllabus

(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

- Requested changes have been made to syllabus. *(by Stotlar, Jacqueline Nicole on 09/13/2017 05:20 PM)*
- Boiler plate language is missing and location of materials is also mandatory. Please review the curricular operations manual at ascas.asc.osu and re-submit accordingly. *(by Heysel, Garrett Robert on 09/07/2017 10:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	08/22/2017 11:34 AM	Submitted for Approval
Approved	Winnubst, Shannon	08/22/2017 12:36 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	09/07/2017 10:08 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	09/13/2017 05:20 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/13/2017 08:29 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/19/2017 07:11 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/19/2017 07:11 PM	ASCCAO Approval

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

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct Policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

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).

Readings

Books are listed below in the schedule of readings. They have been ordered and can be found at SBX. You may also choose to order books from a seller of your choice or via the library. Please be sure to secure the correct edition/publication year if you choose to obtain the texts somewhere besides SBX. Additional readings will be posted on Carmen as needed.

SCHEDULE OF READINGS

January 8: Introduction to the course

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

January 22: Dána Aín 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