

Term Information

Effective Term Spring 2019

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 3200
Course Title Breaking the Law: An Introduction to Gender Justice
Transcript Abbreviation Gender Justice
Course Description Sexual harassment. Revenge porn. Getting married. Becoming a parent. Who we are and how society respond to us in legal contexts can have profound impacts on our lives. This course introduces you to the ways in the law grapples with gender, sexuality and race and the ways that human diversity informs claims to justice.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Analyze texts using a feminist lens and compare distinct interpretive frameworks.
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

Content Topic List

- Justice
 - Sexual Harassment
 - Rape - Consent
 - Revenge Porn
 - Sexting and Porn
 - Sex Work
 - Abortion
 - Reproductive Justice
 - Same Sex Marriage
 - Lesbian Parenthood
 - Surrogacy
 - Transgender Rights
 - Sports: Difference and Segregation
 - Employment and Affirmative Action
 - Care and Racial Structure of Women's Work
 - Maternal Walls & Gender Bias
 - #SayHerName
 - What (not) to Wear?: Appearance Regulation, Burka and Burkini Bans
- Yes

Sought Concurrence

Attachments

- 3200 Tjon Soei Len Syllabus SP19.docx: WGSST 3200 Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 3200 Law Concurrence Request.pdf: Concurrence from Mortiz College of Law
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - All Courses.xlsx: 3200 Curriculum Map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- Curriculum Map - UG Major.xlsx: 3200 Major Curriculum Map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	09/07/2018 04:43 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/07/2018 04:44 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/13/2018 07:04 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/13/2018 07:04 PM	ASCCAO Approval



WGSST 3200

"BREAKING THE LAW": AN INTRODUCTION TO GENDER JUSTICE SPRING 2019

COURSE OVERVIEW

Classroom Information

Format of instruction: Active Learning

Meeting Days/Times: T/Th

Location: ()

Instructor

Instructor: Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

She/Her/Hers

Email address: tjonsoeilen.1@osu.edu

Phone number: (614) 688-3078

Office hours: Appointments can be made through calendly.com/tjonsoeilen. Please let me know if you cannot make it to my scheduled office hours, so that we can find an alternative time to meet.

Course description

Sexual harassment. Revenge porn. Getting married. Becoming a parent. Legal definitions and decisions can have profound impacts on all aspects of our lives.

This course introduces participants to the ways in which the law grapples with gender, sexuality and race, and asks how features of human diversity inform claims to justice. In particular, the course investigates how issues of gender (in)justice are articulated through legal arguments

based in ideas of consent, privacy, and equality – and how these have been employed as tools to affect social change through law. Throughout the course, we will attend to how various feminist arguments have struggled for recognition and have attempted (with varying degrees of success) to gain influence in the legal realm. The course goals include 1) analyzing dominant assumptions about, and expressed in, the law's relationship to sex, gender, sexuality and race; 2) evaluating the ways in which feminist frameworks have affected social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.

Course learning outcomes:

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks.
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

Course materials

- Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Samantha L. Buchalter, *Gender Law & Policy* (Wolters Kluwer, 2014 2nd Edition). ISBN: 978-1-4548-4128-9

This book will be available in the OSU Bookstore.

It is important to note that our course schedule is ***not identical*** to the structure of this book. We will skip sections regularly and read alternative readings (e.g. scholarly articles, op-eds, blog posts) that are central to our course work. Please pay attention to the specific sections and accompanying page numbers that are assigned for each meeting.

- Additional required readings will be made available electronically on Carmen.
- Students should bring and make sure that all assigned readings are accessible to them during class.

Grading and instructor response

Grades

Assignment or category	Points
<p>Attendance and Participation</p> <p>Consistent attendance and informed participation are important and expected. Informed participation means that you 1) have prepared for class (i.e., read the materials, thought about the arguments, and have done assigned homework); 2) actively and respectfully contribute to class discussions; 3) actively and respectfully listen to the contributions of others. Each student is allowed <i>two unexcused absences</i> without academic penalty.</p>	15
<p>Facilitate Class Discussion</p> <p>Small student teams will sign-up for a class session when they will facilitate class discussion. Students are expected to discuss the materials within the team prior to the class session and coordinate how they will facilitate class discussion.</p>	15
<p>Course journal: Reflections and Connections</p> <p>Over the course of the semester, students are required to keep a course journal (physical loose-leaf or equivalent digital document) in which you will record weekly reflections and 3 connection entries. The purpose of the Course Journal is for you to gain insight into your pursuit of the course objectives.</p> <p>Reflections need not be polished academic writings, but should demonstrate genuine and thoughtful engagement with the assigned materials. Weekly reflections are “low-stakes”, non-graded writing assignments. Their purpose is for you to track your thoughts, insights and personal responses to our course material. (For instance, are you confused or surprised by anything? Are you experiencing resistance towards any of the ideas we encounter? What do you believe you are learning?) Although reflections are not submitted for grading, they should always be completed (every week), and available for submission at any time should any doubt or concern arise as to your progress in this course.</p> <p>Connections entries will be submitted at 3 times during the semester. The purpose of these journal entries is for you to make connections between what you encounter in our course and what you encounter outside of our course (e.g. your personal experience, the news, other readings, materials/discussions in other courses). Connection submissions need not be polished academic writings, they should be approximately 500 words each, and are graded as ‘excellent’ (5 points), ‘good’ (4 points), or ‘insufficient’ (2 points). (<i>Online Submission via Carmen.</i>)</p>	15

<p>Op-Ed Students will write a polished Op-Ed (opinion piece) on a newsworthy topic of controversy relating to our course. You will defend a position, and offer persuasive and compelling arguments to convince your reader. The course materials should inform the arguments. I recommend paying attention to the news and recent developments from the start of the semester to select your topic. Op-eds are thought provoking, concise, well- structured and organized texts. For this assignment, the Op-Ed should not exceed 1000 words (generally Op-Eds are between 500-750 words).</p> <p><i>(Online submission via Carmen.)</i></p>	25
<p>Dissent: Writing for Tomorrow</p> <p>As a final project, students will write their own dissent to a majority opinion of their choice by employing a feminist lens. The dissent should reflect disagreement with a dominant narrative, common position, or majority view within the legal and social contexts that we have engaged in our course materials and class discussions. The dissent should be approximately 2000 words. (30 points) Students will present their 'Dissent' during the semester's final meetings (10 points).</p> <p><i>(Online submission via Carmen.)</i></p>	30
Total	100

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

Grading and feedback

For written assignments you can generally expect feedback within 7 days.

E-mail

The best way to reach me is through email. I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The course engages an active learning approach, which includes class discussion, in class group work, student presentations and debates. To engage in these learning activities, you will be expected to have read and engaged with the selected materials in preparation for the day of class. This is an important requirement, in order for all students to be able to realize the course objectives. You will be asked to make your engagement with the materials transparent through informed class participation that can be demonstrated in multiple forms.

Discussion and communication guidelines

It is important to appreciate that we are collectively responsible for creating and nurturing a class climate that enables each student to pursue the course objectives. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Write using good grammar, spelling, and punctuation. I encourage peer-mentoring and peer-review.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Do not communicate with others outside of the classroom unless absolutely necessary. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** Cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course schedule (tentative)

DATE/ Meeting 1: Welcome and Syllabus

DATE/ Meeting 2: (Not) Thinking Like a Lawyer

Harris, "Race and Essentialism in Feminist Legal Theory", pp. 581-584 & 586-589

Williams, *The Alchemy of Race and Rights*, Excluding Voices: Chapter 1, pp. 3-14

DATE/ Meeting 3: Exploring Justice

Young, *Justice and the Politics of Difference*, Chapter 2: Five Faces of Oppression (pp. 37-65)

DATE/ Meeting 4: Sexual Harassment I – Power

Bartlett, Chapter 3 (pp.291-321)

DATE/ Meeting 5: Sexual Harassment II – #MeToo

Cottle, "What Does 'Sexual Misconduct' Actually Mean?"

Bartlett, Chapter 3, p.319 no. 8

Watch "Femme de la Rue": <https://www.theguardian.com/world/video/2012/aug/03/femme-de-la-rue-sexism-brussels-video>

Brinlee, "Laws Against Catcalling In The US Are Kind of A Mess"

DATE/ Meeting 6: Rape – Consent

Bartlett, Chapter 5 (pp. 521-554)

Suk Gersen, "The Trouble with Teaching Rape Law"

DATE/ Meeting 7: Revenge Porn

Donohue, "A Feminist Framing of Non-Consensual Pornography", pp. 251-253, 254-261, 302-306

Nussbaum, *Objectification and Internet Misogyny*, p. 68-87

DATE/ Meeting 8: Sexting and Porn

Bartlett, Chapter 3 (pp.370-384)

DATE/ Meeting 9: Fifty Shades of Grey

Harvard Law Review Note, *Sexuality: Nonbinding Bondage* (pp.713-734 selection)

DATE/ Meeting 10: Op-Ed Workshop

TBD Selection of recent and relevant Op-Eds

DATE/ Meeting 11: Sex Work

Bartlett, Chapter 5 (pp.564-580)

George, "Sex Trafficking and Sex Work: Definitions, Debates and Dynamics", pp.64-68

Mullin, "The Difference Between Decriminalization and Legalization of Sex Work"

Nussbaum, "Whether from Love or Prejudice: Taking Money for Bodily Services" (pp. Selection)

DATE/ Meeting 12: Abortion

Bartlett, Chapter 5 (pp.595-625)

Mackinnon, *Privacy v. Equality: Beyond Roe v. Wade*

DATE/ Meeting 13: Reproductive Justice

Roberts, 'Reproductive Justice, Not Just Rights',

<https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights>

DATE/ Meeting 14: Same Sex Marriage

Bartlett, Chapter 3 (pp.385-406)

Obergefell v Hodges (2015)

Masterpiece Cakeshop v. Colorado Civil Rights Commission (2018)

@DUE DATE OP-ED**DATE/ Meeting 15: Lesbian Parenthood**

Bartlett, Chapter 3 (pp. 407-413)

DATE/ Meeting 16: Surrogacy

Bartlett, Chapter 5 (pp.626-642)

Rosenblum, "Pregnant Man?: A Conversation" (pp. 208-215) and response by Onwuachi-Willig and Willig-Onwuachi (pp. 241-246)

DATE/ Meeting 17: Transgender Rights

Bartlett, Chapter 6, (pp. 700-717)

Ebbert, "Mass. is about to be a battleground over transgender rights", <https://www.bostonglobe.com/metro/2018/04/17/mass-about-become-battleground-over-transgender-rights/7WmbdnXp8XYQXZWckc4CiL/story.html>

DATE/ Meeting 18: Sports: Difference and Segregation

Bartlett, Chapter 2 (pp. 204-240)

DATE/ Meeting 19: Employment and Affirmative Action

Bartlett, Chapter 1 (pp.1-3 and 50-120)

Bartlett, Chapter 2 (pp. 151-167)

DATE/ Meeting 20: Care and Racial Structure of Women's Work

Bartlett, Chapter 4 (pp. 449-475)

Roberts, Spiritual and Menial Housework (Selections)

DATE/ Meeting 20: Dissent Workshop

In class work on "Writing Handout & Worksheet" (See Carmen)

DATE/ Meeting 22: Maternal Walls & Gender Bias

Bartlett, Chapter 4 (pp. 475-489)

DATE/ Meeting 23: #SayHerName

Crenshaw, Mapping the Margins (selections)

AAPF, Say Her Name (pp.1-32)

DATE/ Meeting: 24 What (not) to Wear? I: Appearance Regulation

Bartlett, Chapter 1 (pp.88-104)

DATE/ Meeting: 25 What (not) to Wear? II: Burka and Burkini Bans

Bartlett, Chapter 6, (pp. 729-744)

Okin, "Is Multiculturalism Bad for Women?"

Caplan-Bricker, "Burkini Bans, Islamophobia and Women", Slate Aug 18, 2016

Serhan, "Burqa Bans in Europe", Atlantic Jul 13, 2017

Meetings 26 – 28 'Dissent' Presentations

@ DUE DATE DISSENT

Other course policies

Academic integrity 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](#).

As defined in 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.” 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 sanctions range 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. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. 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!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

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.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. 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 (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

**The Ohio State University
Colleges of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Women's, Gender and Sexuality Studies 9/6/18

Initiating Academic Unit Date

WGSST

Book 3 Listing (e.g., Portuguese)

3200 Breaking the Law: An Introduction to Gender Ugrad 3

Course Number Title Level Credit Hours

Type of Request: New Course Course Change Course Withdrawal Other

Mortiz College of Law


Academic unit asked to review the request

9/14/18

Date response is needed (within two weeks of above date)

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Moritz College of Law supports the proposal. We have reviewed the syllabus and do not find the course to conflict with the academic programming or endeavors of the College of Law.

Signatures			
1. 	Paul Rose Associate Dean for Academic Affairs	Law	9/6/18
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date