

Term Information

Effective Term Spring 2019
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course.

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3320
Course Title	Topics in Women's, Gender and Sexuality Studies
Transcript Abbreviation	Topics in WGSSt
Course Description	Provides in-depth analysis of specific topics in the areas of difference and diversity, culture and representation, and political contexts and social change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
<i>Previous Allow Multiple Enrollments in Term</i>	<i>No</i>
Max Credit Hours/Units Allowed	9
<i>Previous Max Credit Hours/Units Allowed</i>	<i>6</i>
Max Completions Allowed	3
<i>Previous Max Completions Allowed</i>	<i>6</i>
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	320
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior
<i>Previous Value</i>	<i>Junior</i>

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**
- Explain and interpret diverse types of texts with critical attention to gender, race,sexuality, and nationality.
 - Communicate and collaborate with peers to successfully complete course work.

Previous Value

- Content Topic List**
- Selected topics that vary based on professor/instructor
- Sought Concurrence**
- No

Attachments

- 3320 Branfman Syllabus (SP18).pdf: 3320 In Person Sample Syllabus
(Syllabus. Owner: Stotlar,Jacqueline Nicole)
- 3320 Kolenz Syllabus (DL SP19).pdf: 3320 DL Syllabus for SP19
(Syllabus. Owner: Stotlar,Jacqueline Nicole)
- 3320 Kolenz ASC Tech Feasibility Review.pdf: ASC Tech Feasibility Review
(Other Supporting Documentation. Owner: Stotlar,Jacqueline Nicole)

Comments

- Adjusted repeatability to correct error and reflect the number of times the course is likely to be available during a student's tenure. *(by Stotlar,Jacqueline Nicole on 10/05/2018 02:59 PM)*
- There is a mistake in repeatability. If the max hours is 6, then the repeatability should say 2, right? *(by Vankeerbergen,Bernadette Chantal on 10/05/2018 02:45 PM)*

COURSE CHANGE REQUEST
3320 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/07/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	09/24/2018 11:23 AM	Submitted for Approval
Approved	Winnubst,Shannon	09/24/2018 11:49 AM	Unit Approval
Approved	Heysel,Garett Robert	09/28/2018 07:13 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/05/2018 02:45 PM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	10/05/2018 02:59 PM	Submitted for Approval
Approved	Winnubst,Shannon	10/05/2018 03:09 PM	Unit Approval
Approved	Heysel,Garett Robert	10/07/2018 09:03 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/07/2018 09:03 PM	ASCCAO Approval

WGSST 3320: Exploring Activisms in the Americas

Spring 2019 Distance Learning | January 7 - April 27

Instructor: Kristen Kolenz

Email: kolenz.1@osu.edu

Skype ID: kristen.kolenz

Office: 286K University Hall

Office hours: (2 hours online per week, in-person by appointment)

University Documented Disabilities Statement:

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Additionally, I understand that we all come to educational environments with different needs and I strive to do what I can to make this class accommodating for a variety of needs and learning styles. Contact me as soon as possible if you need accommodations for documented disabilities or other reasons. Please note that the only way to guarantee accommodations for disabilities is to work through Student Life Disability Services.

Course Description

Using decolonial feminist tools of inquiry and analysis, this course undertakes an interactive exploration of current social movements across the Americas (North, Central, and South). As we build an investigatory framework through academic, activist, and artist texts, we will encounter social movements and their local histories in digital and physical spaces. We will engage

decolonial, anti-racist, and queer political frameworks to analyze the global histories that produce injustices and the activist movements that challenge them. Students will explore, discuss, debate, and support activist movements that advocate for racial justice, indigenous rights, environmental justice, gender minorities, economic change, and anti-war positions among other contemporary issues.

This is a distance-learning course. All class sessions and activities will be held asynchronously online.

Course Goals and Learning Outcomes

Course Goals	Learning Outcomes
Students demonstrate competency in reading about activism through a feminist lens and applying feminist analysis.	Explain and interpret diverse types of activist texts with critical attention to gender, race, sexuality, and nationality.
	Create original critiques of global injustice and activist responses from the student's unique perspective.
Students understand the heteropatriarchal, racist, and colonial roots of contemporary injustice.	Identify local histories that give rise to resistance movements across the Americas.
	Recognize and implement knowledge produced and transmitted through writing and performance.
	Use course texts in the application of decolonial, anti-racist perspectives to individual and group assignments.
Students are confident working collectively to imagine resistance, community, and alternatives to the status quo.	Communicate and collaborate with peers to successfully complete course work.
	Collectively imagine and experiment with new ways to address contemporary injustice in our society.

Course Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24/7. Self-service and chat support are available at <https://ocio.osu.edu/selfservice>. The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

Carmen

Our course Carmen page can be found here: (link). We will use Carmen for all assignments and it will host the online aspects of the course. If you encounter an issues, please contact the [CarmenCanvas Resource Center](#).

Prezi

Once each week, students will view a forty-five minute interactive presentation on Prezi. Links to the presentations will be available on the weekly Carmen Content Page. These presentations may include individual activities, short writing assignments, videos, audio, and/or information slides. Prezi is a free service, but students must have an internet connection, computer or tablet (not a phone), and audio to view the presentations. If you have trouble with Prezi, use [Prezi Next Support](#) or contact me. You may view the Prezi privacy policy here: <https://prezi.com/privacy-policy/> and read about accessibility here: <https://support.prezi.com/hc/en-us/articles/360003498933-Making-Your-Prezi-Classic-ADA-Friendly>.

Video and Audio

Students must be able to view videos and listen to audio on their own. All videos will have captions and transcripts will be available upon request for audio. Students will also be required to record their own video (including captions) and audio throughout the course.

Necessary Software

Microsoft Office 365 ProPlus All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook, OneNote, and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found here: <https://ocio.osu.edu/kb04733>.

Required Materials

Students are required to have access to Netflix to screen *13th* by Ava Duvernay.

Weekly Schedule

Each week, students will independently complete an online module. At the beginning of each week, students will complete 30-60 pages of assigned reading. These texts along with other assigned media (visual art, poetry, music, films, TV episodes, among others) are required for participation in the week's online discussions. All course activities will be participatory and discussion-based. Students should be prepared to talk to each other, work in groups, and participate in activities.

Online modules will include a forty-five minute Prezi lecture that may be a combination of reading (blogs, news media, etc.), viewing (video clips, news, short documentaries, interviews, instructor videos), and informational slides. After viewing the lecture, students will participate in an asynchronous response activity like a discussion board, video conversation, and/or collaborative document. Some activities may require students to respond to classmates and therefore spread participation out over multiple days. All online activities will be hosted on the course Carmen page.

Please note: According to the University bylaws, credits work on a 1 to 3 ratio. Every 1 credit hour assigned to the class equates to a total of 3 hours of work per week for a "C" grade (1 hour of instruction and 2 additional study hours per week). Therefore a 3 credit hour course like this one during a 14-week term should have 3 hours of instruction (combined in-person and online) AND 6 hours of homework/study time per week, for a total of 9 hours per course per week, for the student to earn a C grade.

Course Requirements and Grading

Each student will earn a grade based on participation, assignments, and a final project. The grade breakdown is as follows:

- Online participation 30%
- Three Journal Entries 15%
- Literature Review 15%
- Final Project 40%

Evaluating Participation

Online Participation 30%

Students are expected to complete the asynchronous online module before Friday at 8pm every week. I will assign a grade out of five points for each week's discussion activity. The rubric for grading is available in the Course Assignment Guide (Carmen -- Files). Please note that even though students may earn as many as 70 points throughout the semester, this grade is weighted and contributes to 15% of the final grade.

If a student misses four or more online modules, they will automatically fail the course. More guidelines about online participation are available on the course Carmen page.

Journal Entries 15%

Students will receive three separate journal assignments throughout the semester (weeks 2, 5, and 9). The formatting details and rubric are available in the Course Assignments Guide (Carmen -- Files). Journals prompts will be available one week before they are due. The prompts are intended to guide students through personalized reflections on course material and activities. Completed entries will be turned into Carmen Assignments as a Word document.

Literature Review 15%

The literature review asks students to choose 3-5 texts from the first section of the course syllabus and compose a 900-1100 word essay that does the following:

- Articulates the author's main argument in each text.
- Positions the authors' arguments within a field of scholarship.
- Synthesizes the chosen authors' work with the student's point of view.

More information about the literature review, including a rubric for grading, is available in the Course Assignments Guide (Carmen -- Files).

Final Project 40%

The final project is an exploration and analysis of a contemporary activist movement chosen by students in randomly assigned groups. Students will focus half their project time on researching their chosen movement and the other half proposing and engaging in advocacy or support action. These actions may include attending an event, editing Wikipedia pages, launching an on-campus poster campaign, or any other action that the group proposes and has approved by me. Students are encouraged to be creative, but the action must have a public-facing element!

Students will work in randomly assigned groups to complete the project, but each student will have specific individual responsibilities. I will activities to facilitate collaboration with your group

as well as resources to support productive online collaboration. Students may need to schedule a minimal amount of in-person or video meetings with their group. The project consists of four individually graded components:

- Topic Proposal 5%
- Workshop 10%
- Presentation 10%
- Final Synthesis Paper 15%

More information about each component of the final project is available in the Course Assignments Guides (Carmen -- Files).

Topic Proposal 5%

Students will participate in a discussion with their groups and choose the activist movement they will explore and analyze. I will provide a worksheet for the group to complete together which will help them assign tasks and plan to complete the work on time. The group will receive a single grade for their topic proposal worksheet. This is the only assignment that will not be graded individually.

Workshop 10%

Students will participate in an online peer workshop to review and improve their final project work. Before the workshop, each group will choose one short reading to assign to the rest of the class. Groups will work together to share drafts of their presentations with students from other groups. After the workshop students will receive a worksheet to fill out and turn in on Carmen. The worksheet will ask students to explain the feedback they received from other groups and how they will respond to the feedback within their own groups. While students must be prepared with drafts to participate in the workshop, they will only receive grades for the individually completed worksheet.

At the time of the workshop, groups should be prepared to share their completed research and their approved advocacy or support action.

Presentation 10%

Groups will prepare and post 10-15 minute presentations for the entire class. Before the presentation, each group will assign one short reading to the rest of the class. During the class period, each group will share their research and how they implemented their action. By this time, the groups should be able to share preliminary reflections about how they prepared for the action. A rubric will be available before the presentations are scheduled.

Final Synthesis Paper 15%

The final project culminates in an individual 900-1100 word paper from each student. I will provide a short list of questions that will ask students to summarize the work they did with their group, reflect on their participation in the action, and evaluate the impact of the action. Students

will be required to reference 2-4 authors from the course syllabus. A rubric will be available on the Course Assignments Guide (Carmen -- Files).

Extra Credit

Throughout the semester, I will make extra credit assignments available to students on Carmen Announcements. Possibilities may include attending an event, viewing a film, or reading extra articles about current events. Then students must turn in a one-page written response. Students may turn in three extra credit assignments worth a possible 1% each toward the final grade. There is a dropbox designated Extra Credit on Carmen Assignments.

Grading

Detailed instructions for each assignment can be found in the Course Assignment Guide available under Carmen--Files. If the instructions for any assignment are unclear, students are responsible for alerting me within one week of the due date.

Students will be graded using the following scale:

A (93-100); A-(90-92.9); B+ (87-89.9); B (83-86.9); B-(80-82.9); C+ (77-79.9); C (73-76.9); C-(70-72.9); D+ (67-69.9); D (60-66.9); E= 0-

Course Policies

Course content and safe space

Most of the content that we will discuss in class is politically charged and may touch us in personal and unexpected ways. While these conversations may be uncomfortable or challenging at times, students are expected to remain respectful of others and use discussions as a learning tool. The in-person and online classrooms are designed to be encouraging, respectful, and welcoming environments for all students in order to facilitate collective, productive learning. I welcome feedback and encourage students to speak with me privately about course materials or discussions that do not facilitate the environment I describe. We will strive collectively to create safe spaces for intellectual dialogue while recognizing that we can never guarantee such a space. Participation in this course requires a mutual commitment to respect on the part of the instructor and students.

Assignment Submission

Most assignments will be submitted using the Assignments dropboxes on Carmen except for discussion board posts (submitted on the discussion board). Be sure you are familiar with Carmen before the semester begins.

Late Assignments

I do not accept late assignments without prior permission or a clear reason. I encourage you to mark deadlines on your calendar and log in to Carmen multiple times per week.

Email Etiquette and Responses

The most efficient way to contact me is by email. Responses can be expected within 24 hours Monday through Friday. Students may only turn in assignments by email if the Dropbox on Carmen is out of service. All email communication with me must include the following:

- Subject formatted as follows: "2215: Phrase indicating message's content" (or use the Carmen email feature)
- Greeting (ex. Hi Kristen, Dear Kristen)
- Message in the body with proper grammar and spelling
- Closing (ex. Sincerely, Best wishes, etc.)

Instructor Feedback and Response Time

I provide the following to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within 7-10 days.

E-mail

I will reply to emails within 24 hours Monday through Friday.

Discussion board

I will check and reply to messages in the discussion boards periodically Monday through Friday.

Writing Center

I am available to assist you with assignments and to help you improve your work. The university also provides a dynamic writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors. Writing is a large part of this course and the Writing Center is a valuable resource to assist students who are new

to writing abstracts and/or longer papers. To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <https://cstw.osu.edu/writing-center>.

Resources for Students: Academic Advising

From the Academic Advising website: Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Where a student should go, therefore, to seek academic advice will vary by student and by academic program; Columbus campus does not have a central academic advising office for students to seek advice. Even within a single program, a student may have multiple advisors, and a student with multiple programs could have four or more advisors. This distribution of responsibilities ensures that a student receives advice from someone who knows a program well, rather than “generically,” knows the “ins and outs” of requirements and the particularities of courses. Advisors have a significant role in student success and often serve as a single point of contact in helping students navigate the university. Follow this link for more information about student services offered by the University: <http://ssc.osu.edu/>.

Plagiarism and Academic Integrity

Students must maintain complete academic integrity. Please carefully read and familiarize yourself with the Ohio State policy on academic integrity:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the

misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- The Committee on Academic Misconduct web pages
- *Ten Suggestions for Preserving Academic Integrity*
- *Eight Cardinal Rules of Academic Integrity*

Additional policies on academic integrity

- **Quizzes and exams:** You must complete quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In the reading responses and final project assignments, you should follow a consistent style (you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes opportunities for formal collaboration with your classmates. While study groups and peer-review of projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on 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.

Skills and Technology

Skills required for online classes in general:

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills for this specific course:

- Post on Carmen Discussions, submit work using Carmen
- Assignments and Quizzes, navigate with Carmen Modules
- Listen to and view recorded PowerPoint and Prezi presentations

Necessary Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Access to PowerPoint
- Webcam: Built-in or external webcam fully installed
- Microphone: Built-in or external

What to do in case of a technical issue

I provided links to the technical support sites for the technology we will use in class. While I will do my best to help students, the support information and staff from the services we use will likely be the most efficient method to resolve any accessibility issues. If Carmen is down when an assignment is due, you may email your submission to me, but you should submit the assignment when Carmen is functioning again.

Course Schedule

Week	Dates	Topics, Readings	Online Module	Assignments Due
1	Jan 7-11	<p>1. Course Introduction and Feminist Tools</p> <p>Combahee River Collective Statement</p> <p>“Unpacking the Invisible Knapsack” by Peggy McIntosh 1-5</p> <p>Excerpts from <i>My New Gender Workbook</i> by Kate Bornstein</p> <p>“There is No Hierarchy of Oppression” by Audre Lorde</p>	<p>Course introduction, technology, and navigation.</p> <p>Discussion: Introductions</p>	
2	Jan 14-18	<p>2. Reading Feminist Texts</p> <p>Excerpts from <i>Women and Knowledge in Mesoamerica: From East L.A. to Anahuac</i> by Paloma Martinez-Cruz</p>	<p>Feminist redefinitions of knowledge production and transmission</p> <p>An introduction to performance studies</p> <p>Discussion</p>	Journal 1
3	Jan 22-25 (MLK)	<p>3. Analyzing Activist Methods</p> <p>Excerpt from <i>Methodology of the Oppressed</i>, Chela Sandoval 53-58</p> <p>“What is Reproductive Justice?: How Women of Color Activists are Redefining the Pro-Choice Paradigm” By Kimala Price 42-65</p>	<p>Using intersectionality and differential consciousness to trace the origins of activist action</p> <p>Discussion</p>	

4	Jan 28 - Feb 1	<p>4. World-Traveling</p> <p>“Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color” by Mariana Ortega 56-74</p> <p>“How to Tame a Wild Tongue” by Gloria Anzaldúa 75-86</p>	<p>Feminist positionality in the university classroom</p> <p>Discussion</p>	
5	Feb 4-8	<p>5. Critiquing Human Rights</p> <p>Excerpts from <i>Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law</i> by Dean Spade</p> <p>“Toward a Decolonial Feminism” by María Lugones 742-759</p>	<p>Challenges to Human Rights, NGO-ization, and citizenship</p> <p>Discussion</p>	Journal 2
6	Feb 11-15	<p>6. Heteropatriarchy and White Supremacy</p> <p>13th by Ava Duvernay (Netflix)</p> <p>Excerpts from <i>Are Prisons Obsolete?</i> by Angela Y. Davis</p>	<p>Anti-blackness in the West through the lens of Black Lives Matter</p> <p>Discussion</p>	
7	Feb 18-22	<p>7. Heteropatriarchy and White Supremacy</p> <p>Excerpts from <i>As We Have Always Done: Indigenous Freedom through Radical Resistance</i> by Leanne Betasomasake Simpson</p>	<p>Indigenous erasure in the West through the lens of Idle No More and the resistance at Standing Rock</p> <p>Discussion</p>	

8	Feb 25 - Mar 1	8. Heteropatriarchy and White Supremacy Excerpts from <i>I, Rigoberta Menchú: An Indian Woman in Guatemala</i> and <i>Crossing Borders</i> by Rigoberta Menchú	Consequences of imperialism in the West through the lens of anti-capitalist protest around the globe Discussion	Literature review
9	Mar 4-8	9. Working in Coalition “Coalition Politics: Turning the Century” by Bernice Johnson Reagon “Building Coalitional Consciousness” by Cricket Keating 86-103	Modeling coalition building in the online classroom Discussion: Completing topic proposal worksheets	Topic Proposal
Spring Break				
10	Mar 18-22	10. Chicana Activisms Excerpts from <i>¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement</i> by Maylei Blackwell	Interacting with the Chicana Por Mi Raza Digital Memory Collective Discussion	Journal 3: Group work check in
11	Mar 25-29	11. Project Workshops Readings TBD: Student-assigned	Online discussion (in project groups): sharing feedback from the workshop and creating a plan to finish presentations	Workshop
12	Apr 1-5	12. Anti-disappearance Activisms in the South “Trapped in Bad Scripts: The Mother of the Plaza de Mayo” by Diana Taylor 183-222 “Epistemological Ignorances and Fighting for the Disappeared: Lessons from Mexico” by Melissa W. Wright 249-269	Exploring anti-disappearance activism Discussion	

13	Apr 8-12	13. Presentations Readings TBD: Student assigned	No online module. Discussion: What we learned from presentations	Presentations
14	Apr 15-19	14. Futures and Evaluations Readings TBD (based on projects)	Online module TBD (based on projects) Discussion	
	Apr 22	Last day of classes		
	Apr 24-30	Final exams week		Synthesis paper



Be a Man! Masculinities, Race & Nation
WGSS 3320 | Spring 2018 | University Hall 90 | T-Th 3-5:20



Instructor: Jonathan Branfman
Email: branfman.1@osu.edu
Office Location: 037 University Hall (basement)
Office Hours: By appointment, Wednesdays 2:30-3:30

*This syllabus draws content and format from syllabi by Krista Benson, Denise Fuller, Linda Mizejewski, Emek Ergun, Michael Messner, and Erin Tobin.

Our class meets on land taken by force from Native Americans. The original inhabitants of this land include the Shawnee, Miami, Wyandotte, Delaware, Mingo, Seneca, Erie, and Ottawa tribes. More information is available at <http://westernreservepublicmedia.org/onestate/np1600s.htm>.

Access & Able-ism

We all learn differently, and I am committed to making class as accessible as possible for all students. If there is anything I can do to facilitate your learning, please always feel welcome to email me or speak with me. This commitment includes tackling **able-ism**: The ways our society excludes people who are labeled as disabled.

Officially, OSU only lets instructors address able-ist concerns if students register with the Office of Disability Services. I know it can feel intimidating and time-consuming to register—but registering will make both our lives much easier. The Office for Disability Services is at slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Here is OSU's official statement on 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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This course analyzes cultural ideas about masculinity, and how they relate to ideas about race, sexuality, and citizenship. Because we will emphasize how masculine expectations vary between cultures, places, and eras, we will use the plural term *masculinities*. The class introduces students to foundational feminist and queer analytical tools about masculinities, and especially the field known as men's studies or feminist masculinity studies.

Treating gender as a relational system of power, we will investigate how masculinities are defined against femininities, and how different masculinities are defined against each other (for example, the stereotypes of the straight jock vs. the gay sissy). Combining sociological studies with media analysis, we will ask the following questions and more: Where do beliefs about masculinities come from, and how do they change over time? How do these beliefs naturalize certain kinds of violence? How do these beliefs interact with, and help to create, ideas about race and nation?

The first section introduces students to the most central questions of feminist masculinity studies: How can masculine ideologies simultaneously harm men yet privilege them? And how do these harms and privileges differently affect men of different races, sexualities, and classes? To help address such questions, this section also introduces the most central theoretical framework of feminist masculinity studies: the notion of *hegemonic masculinity*. The second section complicates taken-for-granted ideas of gender by examining female masculinities and male femininities. Finally, the third section looks at how ideas of masculinity, race, and nation not only interact, but co-create each other. That is, how ideas about masculinity define racial boundaries, and justify excluding groups from citizenship or denying their rights as citizens.

The goals of this course are both scholarly and practical. On a scholarly level, students will trace the scholarly debates about masculinity, and understand how these questions have emerged out of feminist and queer research. On a practical level, this knowledge may help students to understand the ideologies they encounter in daily life. In turn, this understanding may help students to navigate the pressures, exclusions and violence they face in order to enhance their own wellbeing and others'.

Expected Learning Outcomes (ELOs)

At the completion of WGSS 3320, students should be able to:

- Explain the core questions and theoretical vocabulary of feminist masculinity studies.
- Explain how cultural ideas about masculinity simultaneously harm men yet also privilege them.
- Explain how gender ideologies help to define racial and national identities and policies.
- Explain how beliefs about masculinity serve to justify certain kinds of violence by men against others, and violence against particular groups of men.

Students will achieve these goals by reading and discussing articles on gender, sexuality, race, and nation; viewing and analyzing examples of pop culture; and writing critical essays on these topics.

Required Texts:

Dude, You're a Fag! By C.J. Pascoe, 2007.

All other reading and viewing assignments are posted on Carmen or OSU's Secure Media Library. Please **BRING** readings to class, either in print or electronically. When applicable (and available), there will be links to media also posted on Carmen.

Film Viewing

You will sometimes screen full-length films and documentaries. All of our films should be available through OSU's Secure Media Library, but if the SML malfunctions, you may need to use Netflix, Hulu, Amazon video, or similar services. **You are always responsible** for watching assigned media, just like assigned readings.

How to Succeed in This Course

- **Attend class.**
- **Do the readings & viewings** and prepare for class by marking significant passages and main ideas in them, as well as taking notes on the films.
- **Bring the assigned readings with you to class every day.**
- **Take notes during class.**
- **Ask questions.** You are responsible for understanding the material. If a concept or assignment is unclear, speak up in class or make an appointment with me.

Class Requirements and Grade Breakdown

Attendance & Participation, including Carmen response posts – 25%

Media Analysis Paper – 25%

Interview Paper – 25%

Final Exam – 25%

Extra Credit: maximum of 5%

1. Attendance & Participation (25%)

Attendance is crucial. After 2 “free” absences, for each additional absence you will lose **2%** off your final grade, regardless of the reason. If exceptional circumstances arise, such as longterm illness, please speak with me.

This course is **dialogue-intensive**. Students can only learn by attending class and actively participating in class discussions. Together, we will produce knowledge rather than just consuming it. **To earn full participation points for each class, you must post to Carmen one response for each reading before class.** (i.e. if there are two readings, you'll post two responses).

- #### **2. Media Analysis Paper (25%)** – 3-4 pages. Pick one piece of media to analyze, such as a music video, advertisement, movie, TV episode, or video game. Using our class concepts, analyze what beliefs this media conveys or challenges about masculinity, race, and sexuality. I will provide more detailed instructions.

3. Interview Paper & Presentation (25%) – 4-5 pages. Pick one person you know to interview on their ideas about masculinity. In advance, develop questions to ask and show me your question list. Interview the person for 30-60 min. Then, write a paper that uses our class concepts to analyze the interview responses. On the last two days of class, each student will present their findings to the class. I will provide more detailed instructions.
4. Final Exam (25%) – This exam asks short-essay questions (7-10 sentences) about our class concepts.
5. Extra Credit (max of 5%) – I'll announce many extra-credit opportunities, each worth +1% on your final grade. You may submit a maximum of five extra-credit assignments.

Grading Scale

93-100% A	80-82% B-	67-69% D+
90-92% A-	77-79% C+	63-66% D
87-89% B+	73-76% C	60-62% D-
83-86% B	70-72% C-	

Classroom & Discussion Decorum

- **Attendance:** Please arrive promptly: Be seated and ready to start before 12:45.
- **Electronics:**
 - Prohibited: Cell phones. Please turn them off and keep them stowed at all times.
 - Required: Please bring a computer, tablet, or e-reader to every class to enrich our group discussions. During our discussions, you should always have the following three items onscreen or in hardcopy:
 - The day's articles and your notes on them
 - Your notes on the day's film
 - Your Carmen post for the day
- **Respect:** We will routinely discuss topics that many people consider taboo, controversial, deeply personal, or simply unfamiliar. To ensure a safe, constructive environment, we will establish "ground rules" for class discussion.
- **Participation:** To receive credit, students must participate in class discussions through a combination of speaking, active listening, eye contact, and general good attention.

Email Etiquette

Please check your email daily and reply to emails within 48 hours. This is an important professional habit: Your coworkers (and bosses) will always expect you to promptly reply to their emails.

Likewise, professional email etiquette is a key skill for being taken seriously in the "real world." I will only respond to emails that follow these formatting standards:

1. Includes a subject line
2. Opens with a salutation (such as “Hi Jon” or “Dear Jon”)
3. Ends with a closing statement, i.e. “Sincerely,” “Best wishes,” etc.
4. Uses proper grammar and spelling.

Jonathan Branfman (gmail.com)
Essay question
Hi Jon, I'm confused about the essay prompt, so I'll be coming by your office hours tomorrow at 10am. Sincerely, Bob Smith

PLAGIARISM & ACADEMIC INTEGRITY

Plagiarism is a very, very serious offense. **Plagiarism includes direct copying and paraphrasing from another author without acknowledging your source.** For your own protection, please take the time to understand OSU’s policy on plagiarism:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

PARENTS & CAREGIVERS IN A FEMINIST CLASSROOM

Many students are also parents or caregivers for children and/or other loved ones. Students in this position may sometimes need their academic and caregiving lives to overlap. If you need to bring your child or loved one to class, please don’t hesitate to let me know, and we will welcome their participation in class. (I do appreciate an advance heads-up when possible). Using our schedule of topics below, you can determine which days you would feel comfortable having your child or loved one in class. OSU’s ACCESS program also offers free support for single parents, including childcare.

IMPORTANT DATES

2/15 – Media Paper Due
4/3 – Interview Paper Due
4/12 & 4/17 – Class Presentations
TBA – Final Exam

CLASS PLAN*

*Check the far left column for exams & due dates

Meeting	Topic	Readings
Foundational Concepts		
1/9	Welcome! Masculinities 101: Privilege, Pain, & Intersectionality	- <i>Politics of Masculinities, Ch.1</i> (p.1-10) – Michael Messner, 1997 [read in class: Male privilege checklist, in <i>Men's Lives 8th ed.</i> (p.14-16) - Barry Deutsch, 2010]
1/11	Masculinities & Privilege: Work	-“The Glass Escalator,” in <i>Social Problems</i> (p.253-267) – Christie Williams, 1992 - <i>Just One of the Guys? Trans Men in the Workplace, Ch.3</i> (p.69-88) – Kristen Schilt, 2010
1/16	Complicating Masculinities: Racialization	-“The Social Construction of Race,” in <i>Critical Race Theory</i> (p.191-203) – Ian Haney-López -“Racializing the Glass Escalator,” in <i>Gender & Society</i> (p.5-26) – Adia Wingfield, 2009
1/18	Complicating Masculinities: Racialization	-“All Men are Not Created Equal,” in <i>Men's Lives, 4th ed.</i> (p.35-44) – Yen Le Espiritu, 1992 -“Looking for My Penis,” in <i>Bad Object Choices</i> (145-168) – Richard Fung, 1991
1/23	Masculinities & Pain: Intimacy	-“Masculinity as Homophobia”, in <i>The Masculinities Reader</i> (266-287) – Michael Kimmel, 2001 -“The Bonds of Men,” In <i>Making of Masculinities</i> (p.213-241) – Drury Sherrod, 1987 [watch in class: “10 Responses of the Phrase, ‘Man Up’” – Guante]
1/25	Masculinities & Violence	- <i>Tough Guise 2</i> [film: 80 min. Secure Media Library] -“Advertising and the Construction of Violent White Masculinity,” in <i>Gender, Race & Class in Media</i> (p.349-358) – Jackson Katz -Pick a music video, advertisement, or TV clip that connects masculinity to violence (whether gun violence, sexual violence, or some other form of violence)
1/30	Hegemonic Masculinity	- p.183-188 of <i>Gender & Power</i> – Raewyn Connell, 1987 p.1-9 of <i>Manhood in America, 3rd ed</i> – Michael Kimmel, 2012
2/1	Multiple Dominant Masculinities Explain Paper Prompt	-“Negotiating the Field of Masculinity,” in <i>Men & Masculinities</i> (30-44) – Tony Coles, 2009. -p.33-43 of <i>Unheroic Conduct</i> – Daniel Boyarin, 1997
2/6	Masculinities & Homophobia	-Ch.3 of <i>Dude, You're a Fag</i> (p.52-83) – CJ Pascoe, 2007.
2/8	Masculinities, Homophobia, and Violence	-“Unassuming Motivations,” in <i>Stigma & Sexual Orientation</i> (p.1-23) – Karen Franklin, 1998 -“Dude Sex: Dudes Who Have Sex with Dudes,” in <i>Sexualities</i> (p.414-434) – Jane Ward, 2008
2/13	Masculinities, Heterosexuality & Violence	p.13-17 of “Talk is Action” (in <i>Feminist Fieldwork Analysis</i>) – Sheryl Kleinman, 2007 Ch.4 of <i>Dude, You're a Fag</i> (p.84-114)– CJ Pascoe, 2007
2/15 Media Essay Due	Masculinity & Sexuality: Penetration Politics	-“Teaching Men's Anal Pleasure,” in <i>American Journal of Sexuality Education</i> (p.404-428) – Susan Stiritz

2/20	Comprehensive Sex Education	- <i>John Oliver: Sex Education</i> [video, 21 min] - <i>Cunnilingus Class</i> [comedy video] – Key & Peele - <i>Tea Consent</i> [video]
Complicating Masculinity		
2/22	Female Masculinities	-Excerpts from <i>Butch is a Noun</i> (p.15-20, 29-32, 42-64, 115-119) – S. Bear Bergman, 2006 - <i>The Aggressives</i> [film]
2/27	Female Masculinities	-Ch.5 of <i>Dude, You're a Fag</i> (p.115-145) – CJ Pascoe, 2007
3/1	Male Femininities: [White] Gay Men	-“Gay Characters in Conventional Spaces,” in <i>Critical Studies in Media Communication</i> (p.87-105) – Battles & Hilton-Morrow, 2002 - <i>The New Normal</i> , Season 1, Episode 1 (21 min)
3/6	Male Femininities: Gay Men, Trans Women, & Drag Queens of Color	-“Rounding up the Homosexuals,” in <i>Captive Genders</i> (p.77-84) – Wesley Ware - <i>Paris is Burning</i> [film: 80 min. Secure Media Library]
3/8	Male Femininities: Camp Continues Explain Paper Prompt	<i>Priscilla, Queen of the Desert</i> [film: 104 min. Secure Media Library]
3/12-3/16	Spring Break	
Gender, Race & Nation: Masculinity & Citizenship		
3/20	Masculinity, Race & Colonization	“The Berdache Tradition,” in <i>Meaning of Difference</i> (73-81) – Walter Williams “Sodomy in the New World,” in <i>Social Text</i> (p.46-56) – Jonathan Goldberg, 1991
3/22	Masculinity, Race & Colonization	-“I Guess Your Warrior Look Doesn't Always Work,” in <i>Across the Great Divide</i> (p.251-273) – Brian Klopotek, 2001. -Ch.5 of <i>Manliness & Civilization</i> (p.170-217) – Gail Bederman, 1995
3/27	Masculinity, Race & Colonization	-“The Sexual Savage,” in <i>Medicalized Masculinities</i> (p.165-183) – Ann Marie Hickey, 2006 -Key & Peele, “Hoodie Skit” [video clip]
3/29	Masculinity, Race & Assimilation	-“Muscle Jews vs. Nervous Jews,” in <i>Emancipation Through Muscles</i> (13-27) – Moshe Zimmerman, 2006 - <i>Jewtopia</i> [film: 90 min. Secure Media Library]
4/3 Interview Paper Due	Masculinity, Race & Assimilation	-Selections from <i>Hombres y Machos: Masculinity and Latino Culture (1997)</i> by Alfredo Mirandé (Chapters 2 and 3) -“Little Brown Students,” in <i>Genre</i> (65-83) – Victor Roman Mendoza, 2006
4/5	Masculinity, Race, Queerness & National Boundaries	-“Between ‘Oriental Depravity’ and ‘Natural Degenerates,’” in <i>American Quarterly</i> (p.703-725) – Nayan Shah, 2005.
4/10	Masculinity, Race, Queerness & National Boundaries	-“Monster, Terrorist, Fag,” in <i>Social Text</i> (117-148) – Jasbir Puar and Amit Rai, 2002 - <i>Reel Bad Arabs</i> [film: 50 min. Secure Media Library]

4/12	Masculinity, Race, and Internal Boundaries	-“Look, Mohammed the Terrorist Is Coming!” in <i>The Scholar & Feminist Online</i> (1-12) – Nadine Naber, 2008 -pages 1-6, 15-35, 62-63, 70, 74-75, and 82-86 of the <i>DOJ Report on Ferguson Police Department</i> -Dashcam footage of Philando Castile’s murder (NY Times, 2017)
4/17	Class Presentations + Evals	
4/19 Last Day!	Wrapping Up + SEIs	
4/23	Extra credit deadline: 5pm	
TBA	Final Exam	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGSST 3320

Instructor: Kristen Kolenz

Summary: Exploring Activisms in the Americas

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen Canvas, Prezi, Office 365.
6.2 Course tools promote learner engagement and active learning.	X			Prezi for interactive presentations and Carmen for discussions.
6.3 A variety of technology is used in the course.	X			Carmen Canvas, and Prezi are all used for unique purposes.
6.4 The course provides learners with information on protecting their data and privacy.		X		Privacy policy is missing for Prezi. Please add privacy policy.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Links to local (8Help) support and Prezi are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of

				use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.		X		Please include accessibility statement for Prezi.

Reviewer Information

- Date reviewed: 8/17/18
- Reviewed by: Ian Anderson

Notes: Consider using the ASC syllabus template. Method of online office hours is not listed (Carmen Connect would be the preferred option). If Skype is being used (as is hinted by the Skype ID present at the top), privacy and accessibility statements for Skype will need to be included, as will links to Skype support.

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.