

## Term Information

Effective Term Summer 2021  
*Previous Value* Autumn 2019

## Course Change Information

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

- 1) We are requesting approval to retitle WGSST 2327: Gender & Bodies. The new title will be WGSST 2327: Embodying Gender, Race and Ethnicity.
- 2) Adding a Distance Learning offering for this course.

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

- 1) This is a relatively new course to our department, and we realized quickly that the title of the course is opaque to students and impeded enrollment. Working with our student representatives on the Undergraduate Studies Committee, we learned that the "Body" is a concept too abstract and lifeless to serve as a good communicator of the class topics. By using the word "Embodying" students are better able to grasp the subjective experiences at the heart of the course's content. The class has always focused on the intersectional experiences of the body through gender-sexuality, race, and ethnicity, so we are formalizing that focus through the new title to better communicate examples of the embodying social categories most explicitly covered in the class. Providing these categories of social difference and identity will help students comprehend the class better, so that our enrollments will improve.
- 2) Increasing WGSS DL offerings in line with the University's DL initiatives.

### 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	2327
Course Title	Embodying Gender, Race & Ethnicity
<i>Previous Value</i>	<i>Gender &amp; the Body</i>
Transcript Abbreviation	Embodying Gender
<i>Previous Value</i>	<i>Gender &amp; the Body</i>
Course Description	This course examines through a feminist lens how the body is situated, lived, interpreted, and constructed in culture. The course focuses on intersectionality as a key issue in understanding how the body's gender, race, sexuality, health, physical abilities, and class/economic situation are interconnected.
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

**COURSE CHANGE REQUEST**  
2327 - Status: PENDING

Last Updated: Haddad, Deborah Moore  
01/07/2021

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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	Freshman, Sophomore
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior, Senior</i>

## Requirement/Elective Designation

General Education course:  
Culture and Ideas

## Course Details

**Course goals or learning objectives/outcomes**

- Goal 1: Question our society's dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal by critically speaking, thinking writing, and reading.
- Learning Objective 1a: Interrogate a variety of dominant narratives relating to sex, gender, sexuality, disability, race, etc.
- Learning Objective 1b: Recognize and describe counter-narratives.
- Learning Objective 1c: Analyze texts using a feminist lens.
- Learning Objective 1d: Articulate clear and cohesive thoughts through writing.
- Goal 2: Understand feminisms as interdisciplinary, creative, theoretical and social movements.
- Learning Objective 2a: Analyze everyday social practices through feminist theoretical frameworks.
- Learning Objective 2b: Identify feminist creative interventions in cultural productions.
- Goal 3: Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.
- Learning Objective 3a: Define marginalization.
- Learning Objective 3b: Explain lived experiences and material realities of marginalized people.
- Cultures and Ideas GE Outcome 1: Students analyze and interpret major forms of human thought, culture, and expression.
- Cultures and Ideas GE Outcome 2: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**Content Topic List**

- Intersectionality
- Race
- Gender
- Sexuality
- (Dis)Ability
- Femininity/Masculinity
- Identity
- Desire

**Sought Concurrence**

No

**Attachments**

- WGSST 2327 Embodying Gender, Race and Ethnicity Syllabus.docx: Name change syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 2327 ASC Tech Review.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 2327 SU20 DL.docx: DL Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

**COURSE CHANGE REQUEST**  
2327 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/07/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	01/07/2021 01:14 PM	Submitted for Approval
Approved	Winnubst,Shannon	01/07/2021 01:28 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/07/2021 03:09 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/07/2021 03:09 PM	ASCCAO Approval



# SYLLABUS

# WGSST 2327

Gender and the Body  
Summer 2020 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Katherine Ritter

Email address: [ritter.1529@buckeyemail.osu.edu](mailto:ritter.1529@buckeyemail.osu.edu)

Office hours: Virtual office hours will be Mondays at 10 am, or **by appointment**. I will be active using the Chat function on Carmen during these times. I am also available to chat via video conference (on Zoom) if requested.

### Accessibility accommodations for students with disabilities

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](mailto:slds@osu.edu); 614-292- 3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Course description

This course examines through a feminist lens how the body is situated, lived, interpreted, and constructed in culture. The first part of the course focuses on theoretical feminist foundations in order to understand how the body's gender, race, sexuality, health, physical abilities, and class/economic situation are interconnected. Using this rubric as our guideline, we will then explore the connections

among corporeality, culture, identity, desire, and the status of the human/body in planetary crisis in order to deepen our understanding of bodily differences. For the last half of the course, we will use our insights to explore practices and technologies in which our bodies are engaged and in which we are immersed in order to understand the political dimensions of the gendered body.

## Course learning outcomes

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

Course goals	Learning outcomes
Question our society's dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal" by critically speaking, thinking writing, and reading.	Interrogate a variety of dominant narratives relating to sex, gender, sexuality, disability, race, etc.
	Recognize and describe counter-narratives.
	Analyze texts using a feminist lens.
	Articulate clear and cohesive thoughts through writing.
Understand feminisms as interdisciplinary, creative, theoretical and social movements.	Analyze everyday social practices through feminist theoretical frameworks.
	Identify feminist creative interventions in cultural productions.
Understand and critically engage categories of social difference as intersectional, always shifting, and shaped by hierarchies of power.	Define marginalization.
	Explain lived experiences and material realities of marginalized people.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT TWICE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics; one post will generally be a response to my prompt and the second will generally be a response to your peer.
- **Regularly checking announcements and messages:** I will be sending out important course updates at least once a week. I will send these messages using Carmen messaging, and will also post these updates under "Announcements" in Carmen. Make sure you are checking these regularly, as these updates will be vital for the course running smoothly.

## COURSE MATERIALS AND TECHNOLOGIES

All required readings will be available on Carmen under the "Files" tab.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

Occasionally, I may ask you all to record and upload videos to the weekly discussion board on Carmen as part of your assignment for that week (there will always be an alternative assignment in case you are not comfortable recording and uploading videos of yourself to Carmen). Additionally, I may ask you to upload pictures of assignments to the weekly discussion board if you choose to complete them by hand (such as when we are doing concept maps).

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p style="text-align: center;"><b>Weekly Assignment / Participation</b></p> <p>For each unit, in addition to completing your reading, you will be responsible for watching the Sway presentation/video lectures that I post. You will then respond to an assignment in the weekly discussion board related to the reading as well as my lecture /presentation. These assignments may take the form of concept maps, blog posts, or other short weekly “projects.” The assignment for each unit will be due by <b>the last day, a Friday, of each unit (see weekly breakdown of exact deadlines under Course Schedule)</b>. They must demonstrate that you have clearly read and thoughtfully engaged with the unit’s readings – therefore, your weekly assignment generally requires inclusion of quotes or passages from the readings. You will generally also be responsible for responding to a classmate each week on their post as well. More details about your weekly assignment will be available each week in the Carmen</p>	30 points

modules for each unit, which will have the Sway presentation as well as the weekly assignment. I will generally have the Sway presentation and weekly assignment posted a week in advance. Also, a large part of your participation grade is <b>making sure you are regular checking your Carmen messages and announcements for communication from me.</b> These regular updates contain vital information for making the course run smoothly.	
<b>Mid semester writing assignment</b> Due July 17 <sup>th</sup> (end of Unit 4): This will be a 2-4 page writing assignment that will serve as a way to reflect upon	35 points
and synthesize the knowledge you have gained at the mid point of the course. While the assignment will draw on knowledge up until unit 4 of the course (at the end of which the assignment will be due), the prompt will be made available early in the semester so that you have time to prepare at least partially in advance.	
<b>Final Paper</b> The prompt for the final paper will be made available after the semester starts. More details, such as length requirements, will come when the semester begins. It will be due on the last day of class, July 31.	35 points
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

## Late assignments

Late assignments WILL NOT BE ACCEPTED unless discussed with me ahead of time, or if we have a designated arrangement based on accessibility accommodations. I have to keep up every week with grading the work of up to 40 students for this course, so unless you are keeping in regular contact with me about a deadline extension that I have approved, I cannot allow late assignments and you will receive a 0 on the assignment once the deadline has passed.

## 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

I am providing the following list 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 these to be graded within **7 days**. For larger assignments, such as the mid semester writing assignment, you can expect feedback within 2 weeks.

### E-MAIL

I will reply to e-mails within **48 hours on school days**. If I still have not responded to you after this deadline, feel free to email again.

### DISCUSSION BOARD

I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

## Mandatory Reporting Statement:

*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*.*

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. It is especially important to be mindful of the tone with which you are writing in an online learning environment. Remember that certain things, like sarcasm, don't always come across online. Also, please keep in mind that we will be discussing particularly sensitive subjects in this course, including how structures of oppression operate, so it is especially important that you are mindful of how you are presenting your ideas in class. As the point below indicates, a best practice is to cite the reading / course material (the Sway presentations, etc.) to back up what you're saying.
- **Citing your sources:** When we have academic discussions, please 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 OR ONLINE DRIVE, WHERE YOU CAN SAVE YOUR WORK, AND THEN COPYING INTO THE CARMEN DISCUSSION.**

## Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style 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 revise or 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.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates, including your weekly discussion posts which are an opportunity to bounce ideas off each other.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

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 ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## 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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your mental health

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- Collaborative course tools

## COURSE SCHEDULE

Unit	Dates	Topics, Readings, Assignments, Deadlines
1	Tuesday June 23 – Friday June 26	<p><b>Unit 1: Introductions, Course/Syllabus Review and Feminist Foundations Part I</b></p> <p>Readings:</p> <p>Audre Lorde, “The Uses of Anger” (Carmen)</p> <p>Lorde, “Uses of the Erotic: The Erotic as Power” (Carmen)</p> <p>Kimberlé Crenshaw, “Mapping the Margins” (Carmen)</p> <p>Assignment: Visit the Module for Unit 1 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the</p>

Unit	Dates	Topics, Readings, Assignments, Deadlines
		Discussion Board for Unit 1 (also in module). Complete this assignment by <b>June 26</b> .
2	<b>Monday June 29- Friday July 3</b>	<p style="text-align: center;"><b>Unit 2: Feminist Foundations Part II</b></p> <p style="text-align: center;">Readings:</p> <p>Lorde, "Transformation of Silence into Language and Action" (Carmen)</p> <p style="text-align: center;">Excerpts from <i>This Bridge Called My Back</i> (Carmen)</p> <p>Assignment: Visit the Module for Unit 2 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the Discussion Board for Unit 2 (also in module). Complete this assignment by <b>July 3</b>.</p>
3	<b>Monday July 6 – Friday July 10</b>	<p style="text-align: center;"><b>Unit 3: Queer and Trans Critiques</b></p> <p style="text-align: center;">Watch <i>Moonlight</i> (Available on Netflix and Kanopy, a streaming service you all have free access to as OSU students)</p> <p style="text-align: center;">Readings:</p> <p>Susan Stryker, "Transgender Studies: Queer Theory's Evil Twin" (Carmen)</p> <p>Stryker, "My Words to Victor Frankenstein" (Carmen)</p> <p>Johnson, E. Patrick. "'Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from My Grandmother" (Carmen)</p> <p>Assignment: Visit the Module for Unit 3 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the Discussion Board for Unit 3 (also in module). Complete this assignment by <b>July 10</b>.</p>
4	<b>Monday July 13- Friday July 17</b>	<p style="text-align: center;"><b>Unit 4: The Gendered Body as Cyborg, The Gendered Body as Technology</b></p> <p>Watch Janelle Monae's <i>Dirty Computer: An Emotion Picture</i> (available on Vimeo)</p> <p style="text-align: center;">Readings:</p> <p>Szaniawska, "Gestural Refusals, Embodied Flights: Janelle Monae's Vision of Black Queer Futurity" (Carmen)</p> <p style="text-align: center;"><i>Wired</i> Interview with Donna Haraway (Carmen)</p>

Unit	Dates	Topics, Readings, Assignments, Deadlines
		<p>Assignment: Visit the Module for Unit 4 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the Discussion Board for Unit 4 (also in module). Complete this assignment by <b>July 17</b>.</p> <p><b>Mid-Semester Writing Assignment Due July 17.</b></p>
5	Monday July 20- Friday July 24	<p><b>Unit 5: The Gendered Body and Planetary Crisis</b></p> <p>Readings:</p> <p><i>The Guardian</i> article on the Anthropocene (Carmen)</p> <p>“How Feminist Research Can Help Solve the Climate Crisis” (Carmen)</p> <p>“Not Just Pussy Hats On the Climate March: Feminist Encounters with the Anthropocene” (Carmen)</p> <p>“Climate Activists Explain why the Climate-Justice Movement Needs Feminisms” (Carmen)</p> <p>“Toward a Feminist Care Ethic for Climate Change” (Carmen)</p> <p>Assignment: Visit the Module for Unit 5 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the Discussion Board for Unit 5 (also in module). Complete this assignment by <b>July 24</b></p>
6	Monday July 27 – Friday July 31	<p><b>Unit 6: Bodies, Toxicity, and Ability</b></p> <p>Readings:</p> <p>Kafer, Introduction to <i>Feminist, Queer, Crip</i> (Carmen)</p> <p>Lorde, chapters from <i>The Cancer Journals</i> (Carmen)</p> <p>Jampel, “Intersections of disability justice, racial justice, and environmental justice” (Carmen)</p> <p>Report on Toxic Waste and Race in the United States (Carmen)</p> <p>Assignment: Visit the Module for Unit 6 on Carmen. Watch the Sway presentation in the module. Weekly assignment will be posted in the Discussion Board for Unit 6 (also in module). Complete this assignment by <b>July 31</b>.</p> <p><b>Final assignment due by last day of class, July 31.</b></p>



# **SYLLABUS: WGSST 2327**

## **EMBODYING GENDER, RACE AND ETHNICITY**

### **AUTUMN 2021**

## **Course overview**

### **Classroom Information**

Format of instruction: Lecture

Meeting Days/Times: Monday/Wednesday, 9:35AM - 10:55AM

Location: 123 University Hall

### **Instructor**

Instructor: Prof. Mary Thomas

Email address: [thomas.1672@osu.edu](mailto:thomas.1672@osu.edu)

Phone number: 614-292-9866

Office hours: Mondays 11am-1pm and by appointment

### **Course description**

This course examines the body. All people's bodies are situated, interpreted, and constructed in and by society and culture – yet at the same time, our experiences in life are embodied ones, intimately personal and far beyond the contours of social determination. How do we understand the relations between the social and our own idiosyncratic embodiments? The first part of the course begins to answer this question through a focus on intersectionality. Intersectionality provides an understanding of the body's interconnections of social meanings through gender-sexuality, race, ethnicity, age, health, physical abilities, and class/economic situations. Using the feminist tool of intersectional analysis as our guide, we will also explore the connections between embodiment, experience, identity, and desire. Our quest will be to understand how the forces of society and culture pervade bodies, such that we all come to understand our own socially-defined bodies as aspects of our selves, especially through gender-sexuality, race, and ethnicity. All people embody social differences whether they want to or not! In the latter part of the course, we will use our insights on

intersectionality and embodiment to explore practices and technologies in which our bodies are engaged and in which we are immersed. We will also consider what it means to feel at odds with society's tendencies to describe and enforce embodied experience external to our own physical forms and personal experiences of corporeality.

We will read and discuss an array of texts and styles, from poets, scholars, writers, and activists, to think through the complexities of power and bodies, especially the ways bodies must negotiate racism, ethnocentrism, sexism, transphobia, and experiences of exclusion and harm – even as race, ethnicity, sexuality, gender identity, and other social markers provide aspects of personhood to us at the same time. Though many of the texts we will read discuss the suffering endemic to living in a marginalized body, they also beautifully share what it feels like to survive and to sculpt new narratives of ever-changing embodiments of gender, race, and ethnicity.

## Course learning outcomes

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

- Identify the key components of an intersectional analysis of embodiment, especially including the identities of gender, sexuality, race, ethnicity, age, and ability.
- Understand how feminisms offer a critique of the social and cultural determinations of the body.
- Articulate a personal perspective on embodying gender, race, and ethnicity in contexts of sexism, transphobia, homophobia, racism and ethnocentrism.
- Provide a feminist analysis of embodying gender, race, and ethnicity through a creative group project.

## General Education

### GE Category: Cultures and Ideas

GE Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

The course will satisfy these outcomes by having students analyze cultural texts, practices, and

technologies that express and shape our assumptions about and lived experiences of the body.

## 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 hours a day/7 days a week. Self-service and chat support are available at: <http://ocio.osu.edu/selfservice>. The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: [8help@osu.edu](mailto:8help@osu.edu)

TDD: 614-688-8743

## Course materials

### Required

- Earthlyn Manuel, Zenju. 2015. *The Way of Tenderness: Awakening through Race, Sexuality, and Gender*. Boston: Wisdom Publications.
- Gay, Roxane. 2018. *Not That Bad: Dispatches from Rape Culture*. New York: Harper Perennial.
- Gay, Roxane. 2017. *Hunger: A Memoir of (My) Body*. New York: HarperCollins Publishers. (available as e-book through online library)
- Gibson, Andrea. 2015. *Pansy*. Austin: Write Bloody Publishing.
- McMillan Cottom, Tressie. 2019. *Thick: And Other Essays*. New York: The New Press.
- Mock, Janet. 2014. *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York: Atria Books.
- Moore, Darnell. 2018. *No Ashes in the Fire: Coming of Age Black and Free in America*. New York: Nation Books.

The articles and essays assigned for class are available in the Readings file on Carmen.

These books for this class are widely available through Ohio State's library network, Ohio Link, World Cat, and Columbus area public libraries. Make sure you give yourself enough time to try to reserve them, and you won't need to purchase them. You will have to purchase these texts if you can't reserve them otherwise, and you can find a lot of inexpensive, used copies on your online bookstore of choice.

# Grading and instructor response

## Grades

Assignment or category	Points
Five Discussion Postings, 5 points each	25
Essay One	15
Essay Two	15
Group Project	25
Attendance and Participation	20
<b>Total</b>	<b>100</b>

**Discussion postings.** Posts form a significant aspect of our course, because they help me evaluate your progress and comprehension and because they help you interact and learn from one another. Five times over the semester, you are be required to introduce the reading material for the week and to launch discussion about the text. You will develop several discussion questions for the week, identify main themes, vocabulary, and concepts from the texts as well. Each Post should be 250-350 words. Please refer to Carmen for further instructions and due dates.

**Essays.** You will write two creative, analytic essays, each about 1000 words in length. I will provide a prompt for each (noted on the class schedule below) at least one week in advance of their due date, along with detailed instructions. The assignments are due as listed on the course schedule on Carmen and will lose 5% for each day they are late. I will not accept essays later than 3 days after the due date.

**Group presentations,** including an individual assessment. You will do a creative group project.. Attendance is MANDATORY for all group presentations. Detailed instructions will be posted on Carmen, and we will discuss and prepare together in class.

**Attendance and Participation.** The quality of your learning experience will be heavily reliant on your thoughtful and regular participation. Please arrive promptly, complete readings before class meetings, participate actively in discussions, and provide thoughtful engagement with lectures, readings, discussion topics, and other class materials. Excessive absences will result in a failing participation grade (no more than 3 missed classes).

*See course schedule, below, for due dates*

## 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

No late assignments will be accepted. You are encouraged to mark deadlines on your calendar. You have ALL OF THE DUE DATES in this syllabus, so plan accordingly. Students may only turn in assignments by email if Carmen is out of service University-wide.

## Instructor feedback and response time

The most efficient way to contact Dr. Thomas is by email. Responses can be expected within 24 hours Monday through Friday.

Email etiquette is an important professional skill. The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and Carmen postings. Netiquette covers not only rules to maintain civility in discussions, but also guidelines unique to the electronic nature of forum messages. All email communication with me must include the following:

- Subject formatted as follows: "1110: *Phrase indicating message's content*" (or use the Carmen email feature)
- Greeting (ex. Hi Dr. Thomas, Dear Dr. Thomas)
- Message in the body with proper grammar and spelling
- Closing (ex. Thank you, Sincerely, Best wishes, etc.).

Students are also welcome to call Dr. Thomas "Mary" instead of "Dr. Thomas." Please do not call her Ms. Thomas, however, as the correct honorific is "Dr." or "Prof."

## Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

# Course schedule

## Week 1 Introductions to the course

- Sara Ahmed: “Bringing Feminist Theory Home” in *Living a Feminist Life*: 1-18. (Carmen)
- Kai Cheng Thom: “This Trans Woman Never Felt ‘Born In the Wrong Body’ – and Here’s Why That’s So Beautiful.” [everydayfeminism.com](http://everydayfeminism.com), July 26, 2015 (Carmen)

## Week 2 Feminism and Intersectionality: gender-sexuality, race, and ethnicity

- Kimberlé Williams Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (Carmen)
- Roxane Gay, “Peculiar Benefits” (Carmen)
- Gloria Anzaldúa: “The Homeland, Aztlán /El otro México” in *Borderlands/La Frontera: The New Mestiza* (Aunt Lute Books, 1987): 23-35. (Carmen)

## Week 3 Holding the Tender and Wounded Body

- Zenju Earthlyn Manuel, *The Way of Tenderness* 3-74

## Week 4 Holding the Tender and Wounded Body

- Zenju Earthlyn Manuel, *The Way of Tenderness* 75-126

### ***Essay One due on Friday***

## Week 5 Working our way through sexual violence, the body, and power

- Roxane Gay, *Hunger*, read the first 1/3

## Week 6 Working our way through sexual violence, the body, and power

- Roxane Gay, *Hunger*, read the second 1/3

## Week 7 Power, Sexual Violence, and the pain of gender

- Roxane Gay, *Hunger*, finish the book
- Roxane Gay, *Not That Bad: Dispatches From Rape Culture*
- Selected Readings: Introduction by Roxane Gay; *Slaughterhouse Island* by Jill Christman; & *The Truth is, I have No Story* by Claire Schwartz; *Sixty-Three Days* by AJ McKenna;

What I told Myself by Vanessa Martir; The Ways We are Taught to be a Girl by xTx; All the Angry Women by Lyz Lenz; Utmost Resistance by V.L. Seek; Knowing Better by Samhita Mukhopadhyay; Picture Perfect by Sharisse Tracey

**Week 8** Black, Queer, Masculine, America

- Darnell Moore, No Ashes in the Fire: Coming of Age Black and Free in America (available as e-book through Online Library), 1-114

**Week 9** Black, Queer, Masculine, America

- Darnell Moore, No Ashes in the Fire: Coming of Age Black and Free in America, 115-234

***Essay Two due on Friday***

**Week 10** Spring Break

**Week 11** Essays on blackness and the body

- Tressie McMillan Cottom, Thick: And Other Essays. 1-32 and 73-98

**Week 12** Essays on blackness and the body con't

- Tressie McMillan Cottom, Thick: And Other Essays. 33-72 and 171-194

**Week 13** Queerness, Transness, Mental Health and Poetry

- Andrea Gibson, Pansy

**Week 14** Trans Personhood and Experience's of Gender, Race, and Ethnicity/Indigeneity

- Janet Mock, Redefining Realness

**Week 15** **Group Project Presentations in class**

## 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](http://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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Diversity.** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**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](http://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](http://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, Mollie Peirano, at [titleix@osu.edu](mailto: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 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](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto: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/>.

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

**Course: WGGST 2327**

**Instructor: Katherine Ritter**

**Summary: Gender and the Body**

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			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Carmen discussion board postings</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP 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 an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please include statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please include statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			The ASC DL template is used. There is a new version of the template out that you may want to consider using, but it is not required.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used.
8.3 The course provides alternative means of access to course materials in formats that 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 design facilitates readability	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

				<p>embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p>
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**Reviewer Information**

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

**Notes: Just incorporate the two statements above and we are all set!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add 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>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>