

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

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

Adding a permanent 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	1110
Course Title	Gender, Sex and Power
Transcript Abbreviation	Gender, Sex, Power
Course Description	Introduces students to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other identities. We will place the study of U.S. women in broader transnational contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 110, 110H, WomStds 101, 101H, 110, or 110H.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

05.0207

Subsidy Level

General Studies Course

Intended Rank

Freshman

Requirement/Elective Designation

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

General Education course:

Culture and Ideas; Individual and Groups; Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- GE goals and ELOs for Social Diversity in the U.S.
- GE goals and ELOs for Cultures and Ideas
- GE goals and ELOs for Social Science: Individuals and Groups
- By the end of this course, students should successfully be able to:
 - Understand and apply feminism as a method of inquiry.
 - Implement analytical tools to recognize and critically analyze inequality and discrimination.
 - Engage diverse methods of scholarship and creative expression as learning tools.
 - Connect new knowledge from class to their fields of study and lives.

Previous Value

Content Topic List

- Feminism
- Women's movements
- Gender roles and socialization
- Gender equity in education
- Violence against women
- Transnational feminism
- Families
- Women and work
- Body politics

Sought Concurrence

No

COURSE CHANGE REQUEST
1110 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/12/2021

Attachments

- WGSST 1110 Swati.pdf: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- 1110 Latorre Syllabus (AU19)(1).docx: In Person Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 1110 Vijaya Syllabus (DL Conversion).docx: DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	12/21/2020 11:56 AM	Submitted for Approval
Approved	Winnubst, Shannon	12/21/2020 01:00 PM	Unit Approval
Approved	Haddad, Deborah Moore	12/26/2020 10:03 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	12/26/2020 10:03 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

SYLLABUS: WGSST 1110 SEX, GENDER AND POWER SPRING 2021

Course overview

Instructor

Instructor: Swati Vijaya

Email address: vijaya.1@osu.edu

Phone number: +1 614 615 4525

Office hours: Tuesday 10:00 -11:00am (online) and Thursday 4:00 – 5:00pm (online) and by appointment. I will hold regular office hours online (Carmen) and take appointments both online and on the Columbus campus.

Disability Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Course description

This course is an introduction to the interdisciplinary field of women's, gender and sexuality studies and the tools and principles of feminist analysis. We will think critically about the ways gender, race, sexuality, ethnicity, ability, religion, geopolitical location, and the intersections of these categories shape the lives of people in the U.S. and across the globe. The course will explore the history and evolution of feminism and examine contemporary cultural issues through a feminist lens.

Course learning outcomes

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

- Understand and apply feminism as a method of inquiry.
- Implement analytical tools to recognize and critically analyze inequality and discrimination.
- Engage diverse methods of scholarship and creative expression as learning tools.
- Connect new knowledge from class to their fields of study and lives.

GE learning goals & outcomes

Social Diversity in the U.S.

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

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

1. Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

2. Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Culture and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

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

1. Analyze and interpret major forms of human thought, culture, and expression.
2. Evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Social Science: Individuals and Groups

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes

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

1. Understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Comprehend and assess individual and group values and their importance in social problem solving and policymaking.

Course materials

Required

Women's Voices, Feminist Visions: Classic and Contemporary Readings, Sixth Edition by Susan Shaw and Janet Lee, McGraw-Hill Education, 2014.

Required supplemental materials

Required supplemental reading will be available on Canvas under 'Modules'.

Lectures

All pre-recorded lectures and associated PowerPoint presentations would be organized in the module section.

Course technology

For help with your password, university e-mail, 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 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- Viewing Youtube videos -

Privacy policies: https://www.youtube.com/static?template=privacy_guidelines

Tech Support: <https://support.google.com/youtube/?hl=en#topic=4355266>

Accessibility statement: <https://support.google.com/youtube/answer/189278?hl=en>

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

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 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 <https://ocio.osu.edu/kb04733>.
- Familiarize yourself with Carmen Connect as it will be one of our key modes of communication

Grading and faculty response

Grades

Assignment or category	Points
Attendance and Participation	20
3 Reading Responses You are expected to post 100 word critical responses to any three readings clusters of your choice in the discussion section.	15
Writing Assignment This would be a 800-1000 word response to a prompt which I could circulate in week 3.	20
Midterm Exam This would be an open book test and questions will be circulated 24 hours in advance to the submission deadline.	20
Final Project This can be a critical or creative response you formulate based on any one module that has been covered in the course. I strongly suggested that you get your idea and intended form approved by me before the end of week 8.	25
Total	100

See course schedule, below, for due dates

Late assignments

Late assignments are not accepted without prior permission or a clear reason. I encourage you to mark deadlines on your calendar.

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

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

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

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

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (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 OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

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.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. Especially in any written assignments, kindly ensure your citations are in the MLA format.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Exam:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignment:** 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.
- **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 many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written 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 just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Refer to <http://contactbuckeyelink.osu.edu/> for information on student services offered on the OSU main campus.

Ohio State's Academic Misconduct Statement

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/>.

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.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving

classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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

Student Academic Services

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. Find further information here: <http://advising.osu.edu/welcome.shtml>

Student Services on Main Campus

For information regarding all other student services on OSU, visit <http://ssc.osu.edu> or call 614-292-030.

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course schedule

Week		Topics, Readings, Assignments, Deadlines
1	1.1	<i>Introductions, Feminism & Oppression</i> <i>Identifying oppression</i>

	1.2	<p>Audre Lorde, "There Is No Hierarchy of Oppression" (85-86) Patricia Hill Collins, "Toward a New Vision" (72-85)</p> <p>-----</p> <p>Identifying privilege</p> <p>Peggy McIntosh, "White Privilege and Male Privilege" (86-93)</p>
2	2.1 2.2	<p>Gender & Sex</p> <p><i>Gender identity versus Biology</i> Judith Butler, "Performative Acts and Gender Constitution" (CARMEN)</p> <p>-----</p> <p><i>Intersex</i> Anne Fausto-Sterling, "The Five Sexes Revisited" (136-140) Katrina Karkaziz, Introduction to Fixing Sex (CARMEN, p. 1-14 required, full pdf recommended) Watch: XXY (2007) available through OSU library at drm.osu.edu Hermaphrodites Speak!, First meeting of ISNA, available on youtube https://www.youtube.com/watch?v=VMER3_nxIN0</p>
3	3.1 3.2	<p>Feminist Histories</p> <p>Adrienne Rich, "Claiming an Education" (28-30) 1/26 Women of Color Feminisms</p> <p>-----</p> <p>Sally Roesch Wagner, "Is Equality Indigenous?" (CARMEN)</p> <p>The Combahee River Collective Statement (CARMEN) Treva B. Lindsey, "Post-Ferguson: A "Herstorical" Approach to Black Violability" (CARMEN)</p>
4	4.1 4.2	<p>Race & Ethnicities</p> <p><i>Chicana Feminism, Borders & Mestizaje</i> Gloria Anzaldúa, selected sections from Borderlands: La Frontera (CARMEN) "Una lucha de fronteras" and "A Tolerance For Ambiguity" (99-102) "Que no se nos olviden los hombres" and "Somos una gente" (105-108)</p> <p>-----</p> <p><i>Intersectionality</i> Vivian M. May, "Intersectionality" (79-83)</p>
5	5.1	<p>Media Representation</p> <p><i>Representing leadership, objectification of women, and "the male gaze"</i> Laura Mulvey, "Visual Pleasure and Narrative Cinema" (CARMEN) Watch: Miss Representation (2011)</p>

	5.2	----- <i>Ethnicity in media: tokenism, processes of whitening, and colorblindness</i> Priscilla Peña Ovalle, excerpt from “Jennifer Lopez, Racial Mobility, and the New Urban/Latina Commodity” from <i>Dance and the Hollywood Latina</i> (CARMEN) Amy Long, excerpt from “Diagnosing Drama: Grey’s Anatomy, Blind Casting, and the Politics of Representation” (CARMEN) Submission Due: Written Assignment, 5pm
6	6.1	Queerness and Masculinities <i>Introduction to queer theory</i> Eve Kosofsky Sedgwick, excerpt from “Epistemology of the Closet” (CARMEN) 2/16 Masculinity ----- <i>Masculinity and Embodiment</i> 6.2 Michael Kimmel and Christina Hoff Sommers, “What’s Up with Boys?” (156) Jack Halberstam, excerpt from “Female Masculinity” (CARMEN)
7	7.1	Women’s Sexuality <i>Virgin/whore dichotomy and queer women</i> Jessica Valenti, “The Cult of Virginity” (334-338) Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence” (CARMEN) Kimberly Springer “Queering Black Female Heterosexuality” (356-360) ----- 7.2 <i>Representations case study: women’s sexuality in horror cinema</i> Andrea Weiss, “Vampire Lovers,” chapter 4 of <i>Vampires and Violets</i> (CARMEN)
8	8.1	The Body <i>Claiming space</i> Abra Fortune Chernik, “The Body Politic” (CARMEN) Naomi Wolf, excerpt from <i>The Beauty Myth</i> (CARMEN) ----- 8.2 <i>Disability</i> Alison Kafer, Excerpt from <i>Feminist, Queer, Crip</i> (CARMEN)
9	9.1	Class & Labor <i>Class</i> Reading assignment: Felice Yeskel, “Opening Pandora’s Box” (95-99) -----

	9.2	<p><i>Labor</i></p> <p>Reading assignment: Barbara Ehrenreich, "Maid to Order" (517) Virginia Woolf, "Thinking About Shakespeare's Sister" (276)</p> <p>Submission Due: Midterm Exam, 5pm</p>
10		BREAK
11	<p>11.1</p> <p>11.2</p>	<p>Reproductive Justice</p> <p><i>Reproduction, & Criminalization</i> Andrea Smith "Beyond Pro-choice vs. Pro-life: Women of Color and Reproductive Justice" (CARMEN) Dorothy Roberts, "Making Reproduction a Crime" (CARMEN) -----</p> <p><i>Possibilities and Impossibilities of Technology</i> Jennifer Parks, "Rethinking Radical Politics in the Context of Assisted Reproductive Technology" (407-412)</p>
12	<p>12.1</p> <p>12.2</p>	<p>Women and Policy</p> <p><i>The State</i> Reading assignment: Chapter 11: "State, Law, and Social Policy" (582-605, grey boxes optional*) -----</p> <p><i>Political feminism</i> Reading assignment: Eleanor Smeal, "The Feminist Factor" (607-609) Andrea Doyle Hugmeyer, "Delinquent Girls" (624-628)</p>
13	<p>13.1</p> <p>13.2</p>	<p>Gender-Based Violence</p> <p><i>Intimate Partner Violence</i> Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (414-421) Andrea Smith, "Beyond the Politics of Inclusion" (565-567) -----</p> <p><i>"Rape culture" and sexual violence</i> Thomas Macaulay Millar, "Toward a Performance Model of Sex" (CARMEN) Activist Profile: INCITE! (558-559) "Sexual Assault and Rape" (550-554, including grey boxes)</p>
14	14.1	<p>Transnational & Global Feminisms</p> <p><i>Transnational movements and global cooperation</i> Chandra Talpade Mohanty, excerpt from "Under Western Eyes: Feminist</p>

	14.2	<p>Scholarship and Colonial Discourses” (CARMEN) Watch: Made in India (2012) ----- Globalization, Neoliberalism, Cultural impositions Lila Abu-Lughod, “Do Muslim Women Really Need Saving?” (486-494) Mohja Kahf, “My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears,” (468) Andrea Smith, “Dismantling Hierarchy, Queering Society” (354-356) Submission Due: Final Project, 5pm</p>
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WGSS 1110 – Gender, Sex and Power (3 credits)
Syllabus

Instructor: Guisela Latorre

Time: MW 9:10-10:05am

Location: Gateway Film Center House 1

Recitation section times: F 9:10-10:05am (see your schedule for location)

Phone: 614-247-7720

Email: latorre.13@osu.edu

Office hours: Mondays 1-4pm or by appointment

Office location: 286 University Hall

Accommodation 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; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This course offers an introduction and general overview of the field known as women's, gender and sexuality studies (WGSS). The course is designed to provide students from diverse backgrounds and disciplines with a basic understanding of the debates and perspectives discussed in the field of WGSS. Though the class will pay particular attention to the lives and experiences of women and gender others, we will also focus on the ways in which gender shapes the everyday lives of everyone, including cisgender men. We all live in a gendered social system! We will address key questions and ideas that come from WGSS: What is a feminist? What do we mean by gender? Why speak of a patriarchy? What are hierarchies? How can we define white supremacy? Moreover, we will delve into the ways in which gender, race, sexuality, class, ability/disability, and other markers of difference intersect thereby deeply impacting our lives and world views.

Additionally, a great portion of the course will be dedicated to how women and feminist activists as a whole have challenged inequality, oppression and injustice. Thus, our discussions will go beyond narratives of victimization and marginalization and will enter into the realm of empowerment and self-determination in the face of discrimination. What kinds of strategies of resistance do feminist activists deploy? What does a more just society look like to a feminist?

Though the class will be primarily focused on gender and feminist issues within the United States, we will, from time to time, look at how gender and feminism manifest themselves in other parts of the world, thus challenging the idea that it is only the U.S. and some countries in Europe that are interested in the "gender question."

Title IX Statement and Mandatory Reporting

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 (brennan.241@osu.edu).

Be aware that as university employees, your GTAs and I are mandatory reporters. In other words, if you tell us about any incident of sexual harassment, assault and/or rape, we are required to report it to the university. This includes incidents that happened to you or someone else, that are in the past or present, that took place on or off-campus.

Course Learning Objectives

1. To be able to analyze and critique the world around us using a gender and/or feminist lens
2. To understand the ways in which the diversity of gendered experiences impact one's own attitudes and values
3. To understand the ways in which WGSS can enhance academic inquiry and research
4. To develop the abilities to recognize the importance of gender in shaping and organizing societal values
5. To understand how media images and other forms of visual culture affect our attitudes toward gender
6. To understand how ideas influence the character of human beliefs, perceptions of reality, and norms that guide human behavior
7. To appreciate how art and cultural expression can be used as tools to resist and challenge gender oppression

This course is a pre-requisite for the major and minor in Women's Gender & Sexuality Studies. In addition, the course fulfills three GE requirements: 1. Cultures and Ideas, 2. Social Science: Individuals and Groups and 3. Social Diversity in the United States.

Cultures and Ideas GE

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

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

WGSS 1110 fulfills the Cultures and Ideas GEC by engaging students in critical listening, reading, seeing, thinking, writing and experiencing the arts and reflecting on that experience with an emphasis on the ways gender informs human thought and expression.

Social Science: Individuals and Groups GE

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes: Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

WGSS 1110 fulfills the Social Science GEC requirement by helping students understand human behavior and cognition. The course focuses specifically on how gender structures human societies, and in conjunction with multiple constructions of societal difference.

Social Diversity in the United States GE

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes: Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

WGSS 1110 fulfills the Social Diversity GEC requirement by fostering an understanding of the varied ways gender, race, class, sexuality, physical ability, and other markers of difference impact the nature and design of institutions, society and culture in the United States.

Required Materials

1- Susan M. Shaw and Janet Lee, *Gendered Voices, Feminist Visions*. Seventh Edition. New York: Oxford University Press, 2020.

- Available for purchase at the OSU Barnes and Noble Bookstore or online booksellers (Amazon, Books-A-Million, etc): Bound \$79.95, loose leaf \$59.00
- Available as ebook rental at Redshelf.com or VitaSource.com: \$39.95

2- Carmen Readings

3- Subscription to PackBack (\$25)

- You will receive an email with instructions on how to sign up. Please let me know if you haven't heard from the PackBack coordinators.

Instructional Team: Graduate Teaching Assistants (GTAs)

The graduate teaching assistants (GTAs) will assist in instructing this course and will lead recitation in teams on two. The recitation will cover discussions of assigned readings, films and lectures. In addition, teaching assistants will grade written work, exams and meet with you if you need help or have any concerns. Your GTA is the first person you should contact for information and guidance related to the course as this is the person most familiar with your circumstances. Nevertheless, I am also available to you should you have any further questions. All recitation sections take place on Fridays from 9:10-10:05am (except on 8/23 and official holidays)

Graduate Teaching Assistants and their Recitation Classrooms

Team 1 (Macquigg Lab 161)

Mary Byrne (byrne.255@osu.edu) and Jem Panganiban (panganiban.3@osu.edu)

Team 2 (Evans Lab 2003)

Robert Cremins (cremins.3@osu.edu) and Jena Robertson (robertson.542@osu.edu)

Team 3 (Smith Lab 1180)

Nicole Edgerton (edgerton.31@osu.edu) and Anne Van (van.78@osu.edu)

Team 4 (Scott Lab N056)

Kayley DeLong (delong.278@osu.edu) and Peyton del Toro (deltoro.5@osu.edu)

Course Requirements and Grading

- 1- Participation in Recitation (20%): Your Friday recitation sections will be mostly dedicated to discussion of the assigned readings and in-class dialogue. It is thus crucial that you complete these readings before you come to section on Fridays. You will not earn a good participation grade without actively partaking in discussion during section and without demonstrating that you have completed the readings to your GTAs.
- 2- PackBack Postings (15%): PackBack is an AI-supported platform that allows for online student discussion and critical thinking. You will be doing postings on this platform thus demonstrating your ability for critical thinking, and your capacity for curiosity. In the process, you will improve on your writing skills and enhance your ability to have responsible and meaningful conversations online. Postings will generally be due biweekly by Sunday at 11:59pm.
- 3- 2 Quizzes (5% each, 10% total): These will be fill-in-the-blank and short answer quizzes meant to prepare you for the midterm and final examinations respectively.
- 4- Midterm Exam (20%): This exam will test you on the concepts and ideas covered in class and it will be broken down into two parts: a) fill-in-the-blank and short answer questions, and b) one essay question. This midterm will cover material from the first half of the semester.
- 5- Final Exam (20%): This exam will have the same format as the midterm, but will cover the material from the second half of the semester. This test will not be comprehensive.
- 6- Syllabus Quiz (5%): In a short quiz, you will be tested on your knowledge of the policies and information contained in this syllabus (short answer and fill-in-the blank).
- 7- Feminist Art Project (10%): You will participate in a feminist arts workshop assisted by me, the GTAs and a visiting artist. No arts background necessary! You will upload a photo of your creation to Carmen and post a reflection on your work in your last PackBack posting of the semester.

Grading Scale

100-93% = A
93-90% = A-
89-88% = B+
87-83% = B

82-80% = B-
79-78% = C+
77-73% = C
72-70% = C-

69-68% = D+
67-63% = D
62-60% = D-
59 and below = F

Extra Credit

You may earn extra credit in this class by attending one or two events on or off campus that relate to the topic of women, gender and/or sexuality. You will then be required to write a 2 to 3-page report on these events. These reports can be submitted at any time during the semester (though no later than the day of the final exam.) In this report, you will need to include a summary of the event you attend and an explanation of how it relates to our class. Possible points: 1%-3% per report. Limit: 2 reports.

Attendance Policy

You are allowed two unexcused absences this semester without affecting your course grade. I will subtract 10% off your final grade in class for each additional absence you may incur. For those of you who leave class early or arrive late, you will earn only partial attendance credit for that day. In addition, you are still responsible for all the course material you miss during your absences (excused or unexcused.) I do not give makeup lectures so please make sure you get notes from a classmate when you have to miss class.

Personal Emergencies

If you experience a personal emergency during this semester such as a serious illness, death in the family, accidents and/or other unforeseen circumstances that may potentially prevent you from completing coursework in this class, please contact your GTA immediately. We will deal with these emergencies on a case-to-case basis. Be aware, however, that in most cases you will need to provide documentation for any reported emergency in order for us to help you. Note that social events such as weddings, vacations, *quinceañeras* and bat/barmitzvahs, to cite just a few examples, are not considered emergencies.

Plagiarism

Plagiarism is a serious offense that is strictly forbidden. Use of another's work without proper documentation, intentional or not, is tantamount to plagiarism and thus unacceptable. For information on plagiarism and how to avoid it, see the following links:

https://cstw.osu.edu/sites/cstw.osu.edu/files/Plagiarism_1.pdf

<https://www.youtube.com/watch?v=MvhFHluT0i4&feature=youtu.be>

https://cstw.osu.edu/sites/cstw.osu.edu/files/SummarizingParaphrasing_0.pdf

Class Discussion Etiquette

As many courses on feminism, gender and ethnic studies do, this class deals with numerous controversial and sensitive issues that often elicit heated discussion. Moreover, this class is taught from a pro-feminist perspective. I expect that a number of you will disagree with the ideas presented to you in lecture, recitation and the course readings. Students will be provided opportunities to express disagreement and differing points views. Nevertheless, all in-class dialogue needs to happen within an atmosphere of civil intellectual exchange and mutual respect. Moreover, I ask that you refrain from using offensive or insensitive language with your professor, GTAs and fellow students. Personal attacks, heckling, loud speaking and stonewalling will not be permitted.

Teaching and Learning in Difficult Times

It is no secret that we are living in times of heightened tension since the 2016 presidential election. Teaching and learning about gender oppression has become increasingly difficult and even painful; for many of us, these topics hit too close to home. There will be days that sitting through class, watching films and/or reading assigned texts will feel overwhelming for both students, GTAs and professor. I hope that we will be able to create a community of support in the classroom where we can develop compassion and deep understanding for each other's experiences.

This is to say that we will not pretend to be "objective" when it comes to the politics of our times. Our commitment to gender equality and social justice do not allow us to remain uncritical of the politics associated with the current White House administration. Developing such a critical consciousness is also a key component of a feminist education. Nevertheless, we will not expect everyone to agree with the course content, nor will we try to get you "on our side." We will welcome different points of view and informed opinions with the goal of establishing productive and respectful dialogues.

Note on PowerPoint Presentations

I use PowerPoint as a pedagogical tool in almost all my lectures. However, I don't post them online because I want you to take detailed notes and pay close attention during class. If you need assistance with notetaking, however, please let me know. Moreover, I am happy to slow down or repeat something whenever you need it. Just raise your hand and let me know.

Technology Policy

Please turn off or silence your cell phone during class. Texting and social media use is strictly forbidden. Laptops, iPads and tablets are permitted only for the purposes of note-taking and viewing articles assigned for class during discussion. If I or any of the GTAs find that you are doing anything else with these devices during class, you will be automatically deducted 10 points off your final class grade.

Trigger Warnings

Some of the materials we will discuss in class can be disturbing or upsetting to some people. I will provide the proper warning to the classroom before we present potentially upsetting content. If you struggle with past traumatic experiences, let me know and we can figure out some alternatives in your case. Having said this, do expect some discomfort with the class material from time to time, as a central goal of the WGSS classroom is to expose students to histories of gendered oppression, violence and subordination that are often difficult to take in.

Gender Pronouns

My gender pronouns are she, her and hers. If your name is traditionally female and you appear to present as a woman, I will assume your preferred pronouns are also she, her and hers. The same will hold true for students who identify or present as men; I will use he, him and his for them. However, please correct me if your gender pronouns fall outside of the "she/he" binary or whether you need to make clear that your gender expression does not match the gender you were assigned at birth. You will also have the opportunity communicate your gender pronouns to your peers and GTAs in recitation. Please be sure that you learn your GTAs' gender pronouns.

Email Etiquette

Please check your email daily and reply to emails within 24-48 hours. When writing to me or your GTA, please open with a salutation (Dear Professor Latorre, Hello Guisela, etc.) and end with a closing statement (Sincerely, Best, etc.). No social media acronyms or emojis! Part of your college education involves knowing how to communicate in a professional manner with your teachers and/or peers.

CALENDAR

	<u>Date</u>	<u>Topic</u>	<u>Readings</u> (due <u>before</u> section on Fridays)
Week 1	8/21	Introduction and Overview	None (no recitation)
Week 2	8/26	What is gender, sex and power? Why Feminism?	1. Shaw and Lee, "Women's and Gender Studies," 1-22.
	8/28	What is gender, sex and power? Why Feminism? – Syllabus Quiz (in lecture) PackBack Posting Due, 9/1, 11:59pm	2. Ahmed, "Living a Feminist Life," 25-28
Week 3	9/2	Labor Day – No Class	1- Lorde, "There is no Hierarchy of Oppression," 75. 2. Crenshaw, "Mapping the Margins," 414-424. CARMEN 3. Crosley-Corcoran, "Explaining White Privilege to a Broke White Person," 76-77.
	9/4	Key Terms: Intersectionality and Privilege PackBack Posting Due, 9/8, 11:59pm	
Week 4	9/9	Key Terms: Gender Performance and Body Politics	1. Lorber, "The Social Construction of Gender," 120-121.
	9/11	Key Terms: Gender Performance and Body Politics	2. Hohl and Krings, "Extraordinarily White," 75-103. CARMEN
Week 5	9/16	Histories of Social Movements	1. Maizi, "I Went to Jail for Handing Out Feminist Stickers in China," 721-723 2. Velásquez, "Mestiza Women's Anti-Mining Activism in Ecuador," 723-733
	9/18	Histories of Social Movements- QUIZ 1 (in lecture) PackBack Posting Due, 9/22, 11:59pm	
Week 6	9/23	Women of Color Critiques	1- Hill Collins, "Toward a New Vision," 61-68
	9/25	Screen documentary, <i>Nothing Without Us</i> (2017)	2. Springer, "Queering Black Women Heterosexuality," 22-23.
Week 7	9/30	Media Representation	1. Shaw and Lee, "Media and Culture," 222-248 2. Williams, "Cardi B," 267-269
	10/2	No Class (research trip) PackBack Posting Due, 10/6, 11:59pm	
Week 8	10/7	Media Representation (cont.)	No readings, no recitation section
	10/9	Midterm Exam (in lecture)	
Week 9	10/14	Gendered Violence	1. Dilawar, "The Connection Between White Men, Aggrievement, and Mass Shootings," 136-137 2. Spencer, Mallory, Toews, Stith and Wood, "Why Sexual Assault Survivors Do Not Report to Universities," 559-570.
	10/16	Gendered Violence PackBack Posting Due, 10/20, 11:59pm	
Week 10	10/21	Women, Gender and Politics	1. Gist, "I knew America Was Not Ready for a Woman to Be President," 612-615. 2. Darby, "The Rise of the Valkyries," 629-635
	10/23	Women, Gender and Politics	

Week 11	10/28	Chicana and Latina Feminisms	1. García, "On Defense of Latinx," 38-39. 2. Schochet, "Immigration Policies are Harming American Children," 432-438
	10/30	Chicana and Latina Feminisms PackBack Posting Due, 11/3, 11:59pm	
Week 12	11/4	Queer and LGBT Lives	Taylor, "Cisgender Privilege," 80-82 Taylor, "'Flabulously' Femme," 450-481. CARMEN
	11/6	Feminist Sex Education Presentation	
Week 13	11/11	Veteran's Day – No Class	No Readings, No Recitation Section
	11/13	Feminisms Online PackBack Posting Due, 11/17, 11:59pm	
Week 14	11/18	Transnationalism – Quiz 2 (in lecture)	1. Al-Ali, "Sexual Violence in Iraq," 570-579 2. Cobellick-Bidney, "Reproductive Rights as Human Rights," 380-392
	11/20	Transnationalism	
Week 15	11/25	Art as Feminist Tool	No Readings, No Recitation Section
	11/27	Indigenous Day/Thanksgiving – No Class	
Week 16	12/2	Art as Feminism Tool (cont.)	No readings, no recitation section
	12/4	Art Workshop – Location and Guest Artist TBA PackBack Posting Due, 12/8, 11:59pm	
FINAL EXAM: <u>Monday, Dec 9, 10:00am-11:45am</u>, Gateway Film Center House 1			

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sex, Gender and Power (WGSST 1110)

Instructor: Swati Vijaya

Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The tools used in this course support the learning objectives and competencies in the following ways.</p> <ul style="list-style-type: none"> • Weekly readings • Video/film viewing • Final project • Reading responses • Writing assignment
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen LMS • OSU secure media library • Microsoft Office 365 • Carmen Connect • YouTube
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The "Course Technology" section of the syllabus provides the students the needed information to obtain all technologies required for this course.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Recommend that a link be provided in the "Course technology" section of the syllabus to the privacy policies for the following external tools being used for this course.</p> <ul style="list-style-type: none"> • YouTube
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.	✓			<p>Recommend that a link be provided in the "Course Technology" section of the syllabus for the technical support</p>

				<p>offered for the following tools being used in this course.</p> <ul style="list-style-type: none"> • YouTube
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			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.	✓			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.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			<p>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.</p>
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			<p>Recommend that a link be provided in the "Course technology" section of the syllabus to the accessibility statements for all third-party tools being used in this course.</p> <ul style="list-style-type: none"> • YouTube
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			<p>Recommend that resources be developed to address any requests for alternative means of access to course materials.</p>
8.4 The course design facilitates readability	✓			<p>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.</p>
8.5 Course multimedia facilitate ease of use.	✓			<p>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.</p>

Reviewer Information

- Date reviewed: 2/20/2107
- Reviewed by: Mike Kaylor

Notes:

^aThe 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 via email 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. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^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.