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 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 requrest 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	2215
Course Title	Reading Women Writers
Transcript Abbreviation	Women Writers
Course Description	Study of women writers' strategies for articulating experiences and using literature as a lens for social reality and catalyst for social and political change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value   Not open to students with credit for 215.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:
    Literature
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Students gain the GE required goals and objectives of the literature category.

Content Topic List
- Feminism in women's writings
- Gender stereotypes as strategic writing methods of women writers
- Gender struggles exemplified in writings of women
- Women writer's strategies for using literature to effect social change

Sought Concurrence   No

Attachments

- WGSST 2215 Swati.pdf: ASC Tech Checklist

    (Other Supporting Documentation. Owner: Stotlar,Jacqueline Nicole)

- 2215 Beamon Syllabus (SP20).docx: In Person Syllabus

    (Syllabus. Owner: Stotlar,Jacqueline Nicole)

- WGSST 2215 SP21 DL.docx: Revised DL Syllabus

    (Syllabus. Owner: Stotlar,Jacqueline Nicole)

Comments

- Please see Panel feedback email sent 02/16/21 *(by Hilty,Michael on 02/19/2021 01:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	12/21/2020 12:02 PM	Submitted for Approval
Approved	Winnubst,Shannon	12/21/2020 01:00 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/26/2020 10:06 AM	College Approval
Revision Requested	Hilty,Michael	02/19/2021 01:53 PM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	04/27/2021 10:31 AM	Submitted for Approval
Approved	Winnubst,Shannon	04/27/2021 11:02 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/03/2021 10:21 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	05/03/2021 10:21 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

SYLLABUS: WGSST 2215
READING WOMEN WRITERS
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 complicates writing and literature outside of standard novels in order to examine ideas of censorship in women's writing. Students will learn to use gender, race, and other critical lenses to consider how women across borders, time, race, sexuality, etc face censorship in their families, in the art world, in religion, and other areas. Students will learn how censorship and suppression function as part of, and are connected to larger systems of inequality.

Course learning outcomes

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

- Identify what makes feminist analysis.
- Question how structural inequality shapes society
- Understand how oppression/structural inequality affect women's lives in intersectional ways.
- Compare and contrast the ways different women face suppression or censorship and how intersectional oppression affects suppression or censorship.

GE learning goals & outcomes

Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

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

1. Analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Course materials

Required
"The Handmaid's Tale" by Margaret Atwood and "Woman on the Edge of Time" by Marge Piercy.

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	25
Writing Assignment I This is an 800-1000 word response to a prompt which I will circulate in week 3.	25
Writing Assignment II This is an 800-1000 word response to a prompt which I will circulate in week 9.	25
Final Project This is an 800-1000 word book review will write for any text of your choice. Kindly get your ideas about the book approved before week 9.	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

- **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://ssc.osu.edu for information on student services offered on the OSU main campus.

or call 614-292-030.

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)

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 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	***Introductions*** Situating the class Figuring out the syllabus ---------------------- **Brief History of U.S. Feminism**
	1.2	"I'm Not a Feminist, But...: Popular Myths About Feminism" Penny A. Weiss "Ain't I a Woman" Sojourner Truth "A Black Feminist Statement" Combahee River Collective
2	2.1	***Gender & Sex*** "X: A Fabulous Child's Story" Lois Gould "The five sexes revisited" Anna Fausto-Sterling "What is Slut Shaming?" A Feminist 101 Blog ----------------------
	2.2	"Woman on the Edge of Time" Piercy (1-50) "The Toughest Indian in the World" Alexie
3	3.1	**Sexuality** "Not your mom's trans 101" Asher "Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels" Julia Serano ----------------------
	3.2	"Woman on the Edge of Time" Piercy (51-118)

4		**Privilege and Oppression**
	4.1	"White Privilege: Unpacking the Invisible Backpack" Peggy McIntosh "Oppression" Marilyn Frye ----------------------
	4.2	"The Uses of Anger: Women Responding to Racism" Audre Lorde Watch video at home: The Danger of a Single Story
5		**Ethnocentrism**
	5.1	"Bite me! (or don't)" Christine Seifert ----------------------
	5.2	"Woman on the Edge of Time" Piercy (1-156)
6	6.1	**Orientalism** "Anthropology" Chrystos "Woman on the Edge of Time" Piercy (157-295) ----------------------
	6.2	"Woman on the Edge of Time" Piercy (296-376) **Submission Due: Writing Assignment I**
7		**The Body**
	7.1	"Speech Sounds" Octavia Butler "The Other Body" Ynesta King ----------------------
	7.2	"Same Shit, Different World" Lauren Bans "Love Your Fat Self " Courtney E. Martin Watch video at home: DreamWorlds 3
8		**Gender Violence**
	8.1	"Preface" & "River of Names" Dorothy Allison "Woman on the Edge of Time" Piercy (360-376) ----------------------
	8.2	"I Want a 24 Hour Truce In Which there Is No Rape" Andrea Dworkin "The 'Rape' of Mr. Smith" Unknown
9		**Reproductive Justice** "Sexual and Reproductive Rights" Amnesty International
	9.1	"Better Dead than Pregnant" Andrea Smith

		"And so I choose" Allison Crews
		"Bloodchild" Octavia Butler
	9.2	Catch up day
10		BREAK
11	11.1	**Social Institutions** "Heteropatriarchy and the Three Pillars of White Supremacy" Andrea Smith "The Evening, the Morning, and the Night" Octavia Butler "The Handmaid's Tale" Margaret Atwood (3-99) -----------------------
	11.2	"Abolitionist Alternatives" Angela Davis "The Handmaid's Tale" Margaret Atwood (103-195)
12	12.1	**Power** "Discipline and Punish. Panopticism" Foucault The Handmaid's Tale" Margaret Atwood (143-195) -----------------------
	12.2	"The Handmaid's Tale" Margaret Atwood (199-311)
13	13.1	**Colonialism** "Not an Indian Tradition" by Andrea Smith Watch video at home: A People's History on the American Empire by Howard Zinn -----------------------
	13.2	Think of "Woman on the Edge of Time" and "The Handmaid's Tale"
14	14.1	**Environment** Watch video at home: The Story of Stuff " "Corporate Plundering of Third World Resources" Robert Weissman -----------------------
	14.2	Think of "Woman on the Edge of Time" How am I making the planet a better place? **Submission Due: Writing Assignment II**

Women's, Gender and Sexuality Studies 2215
Reading Women Writers

"The Transformation of Silence into Language and Action[1]" : Memoirs as Political Manifestos

Wednesdays/Fridays 12:45PM-2:05PM
University Hall 082

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

Instructor: Deja Beamon, MA
Email: beamon.10@osu.edu
Office: University Hall 037 (in basement)
Office Hours: Wednesdays 11am-12pm or by appointment

Course Description:
This course is designed to introduce students to an array of writing by women. Returning to a founding feminist premise of the personal is political, we will think through the memoir as a revolutionary tool. Building off of Audre Lorde's writing on speaking, we will explore what voices are traditionally silenced and what we gain from reading first-person accounts by these traditionally silenced populations. The various memoirs and first-person writing we will encounter play both with form and language to show the differing experiences and tools for telling that women have deployed. By using oppression as an analytic, we will think through

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[1] This is the title of a speech given by Audre Lorde at a MLA conference in 1977.

how representation within memoirs and first-person writing does more than just tell us about someone but also calls us (the reader) into action.

General Education Requirements
This course fulfills one General Education (GE) requirements as detailed below:

Literature
Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes
1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course fulfills these goals by exposing students to literature and common literary techniques to aid with understanding and interpretation of texts.

Required Texts:
- The Complete Persepolis by Marjane Satrapi
- In The Dream House by Carmen Maria Machado
- Men We Reaped by Jesmyn Ward

I have not ordered these texts through the campus bookstore. However, I have ordered a few copies from a local bookstore, Prologue Bookshop, located on High St. in the Short North. They should also be available on Amazon and in the library.

Additional Readings: I will post any additional readings to our Carmen page. See the course schedule for more information.

Course Requirements and Grading:
- **Attendance/Participation/Curated Class 20%**
- **Discussion Boards 30%**
- **Translation 20%**
- **Final Exam 30%**

Attendance/Participation
You will all start off with 100 participation points. If I feel you are not following the below guidelines, I will begin to deduct points.

- **In-Class Participation:** I expect everyone to come to class prepared – this means having read the text and *bringing a copy of the text* with you to class. Discussion is a core aspect of our course. Good discussion requires the text in front of you and fulfillment of out of class reading assignments before class meets. I expect you all to participate in discussion in one way or another.
- **Attendance:** You each will receive **3** free absences. After that, I will mark you down 5 participation points for each additional absence. If you miss more than 10 classes, you will fail the course.
- **Reading Quizzes:** If I feel the class is not reading as you should, I reserve the right to administer you pop quizzes to gauge reading comprehension.
- **E-mail:** Please read all e-mails sent by me as I relay varying degrees of important information within e-mails.

Curated Class
- Part of your grade for participation will be for the curated essay your group presents to the class. I will provide a separate rubric on this.

Discussion Boards
- I have organized you into discussion groups varying in number of participants from 6-7.
- **At the beginning of each week, I will post a discussion prompt. You are required to initate a response to these posts at least six times, but respond to a group mate's post every week.**
- IPs : Your initating posts should be between 75-200 words and reflect on the week's reading through the prompt. At the end of your post, please pose a question you have about the reading. You may also use the question to tie in an external thought/source/event that you think helps push the reading further.
- RPs : In 50-100 words, respond to the questions and comments posed by your classsmates. You are encouraged to bring in external thoughts and sources as long as you tie them into the reading for the week.
- **IPs are due Tuesdays at 11:59PM, RPs are due Thursday at 11:59PM.** They are structured this way so that responders can build off of class content from Wednesday as well as the readings for Friday to push thinking further.

Translation
- You will be asked to translate one of our readings into a traditional manifesto style. Eligible readings are marked with astericks. Separate rubric to come.
- Translations due with final exam.

Final Exam
- There will be a essay-based final exam for this course. I would not necessarily call it cumulative because I will not be asking you about specific texts, but instead posing questions that you will have to engage with using the text(s) of your choice. The exam

will be given the last day of the class in a take home format instead of during exam week. Separate rubric to come.

OSU's Standard Grading Scheme:
A = 93-100% B- = 80-82% D+ = 67-69%
A- = 90-92% C+ = 77-79% D = 63-66%
B+ = 87-89% C = 73-76% D- = 60-62%
B = 83-86% C- = 70-72% F = below 60%

Late Work
Assignments are due at the date and time stated on the syllabus. Late assignments will not be accepted unless confirmed by me **prior** to due date. Since due dates are made explicit on the syllabus, please plan accordingly.

Technology
Cell phones should be put away and silenced during class time. Laptops are allowed in order to pull up texts. I know printing is expensive on campus, but if I feel laptop use is excessive and off topic, I will ban them from the class and require readings be printed out.

Academic Integrity/Plagiarism
Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by 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." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report <u>all</u> 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 punishment ranges 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 works that is not his or her own and plagiarism search engines make documenting the offense very simple.   You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **<u>before</u>** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **<u>DO NOT PLAGIARIZE!</u>**

Writing Center

Your professor is available to assist you with assignments and help you improve your work. The university also provides an incredible writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors! To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at http://cstw.osu.edu/writingCenter/default.cfm

Course Schedule

Readings: All readings are due on the days that they are listed on the syllabus. Novels are referred to by title and additional readings on Carmen are labeled (CAR).

*I reserve the right to make changes to the class reading schedule and syllabus overall. Students will be made aware of such changes in class or via electronic communication and the changes will automatically become part of the course syllabus.

Week 1 – Silence into Action
W Jan 8th
- Introductions

F Jan 10th
- "The Transformation of Silence into Language and Action" by Audre Lorde (CAR)
- Excerpt from *Teaching Community* by bell hooks (CAR)

Week 2 – Ways of Speaking / Knowing
W Jan 15th
- "In Search of Our Mother's Gardens" by Alice Walker (CAR)
- **"**The End(s) of Race" by David L. Eng (CAR)

F Jan 17th
- "Playfulness, 'World' Traveling and Loving Perception" by Maria Lugones (CAR)
- "How to Tame a Wild Tongue" by Gloria Anzaldua (CAR)

Week 3 – Foundational Forms
W Jan 22nd
- The Combahee River Collective Statement (CAR)
- Excerpt from *How We Get Free* by Keeanga-Yamahtta Taylor (CAR)

F Jan 24th
- Excerpt from *Living a Feminist Life* by Sara Ahmed (CAR)

Week 4 – Poetry as Mini Memoir
W Jan 29th
- "Poetry Is Not a Luxury" by Audre Lorde (CAR)
- "Uses of the Erotic" by Audre Lorde (CAR)
- Poem by Audre Lorde (CAR)

F Jan 31st
- Poem(s) from *My Mother Was a Freedom Fighter* by Aja Monet (CAR)
- Excerpt from *Citizen* by Claudia Rankine (CAR)
- Poem(s) from *Magical Negro* by Morgan Parker (CAR)

Week 6 – The Revolutionary Autobiography

W Feb 5th
- Selections of *Assata* by Assata Shakur : https://libcom.org/files/assataauto.pdf
  Chapters 1 – 3

F Feb 7th
- Selections of *Assata* by Assata Shakur : https://libcom.org/files/assataauto.pdf
  Chapters 7 – 9

Week 7 – The Revolutionary Graphic Novel

W Feb 12th
- Persepolis
  Beginning to pg. 110

F Feb 14th
- Persepolis
  Pg. 111 - 197

Week 8 – The Revolutionary Graphic Novel

W Feb 19th
- Persepolis
  Pg. 197- 246

F Feb 21st
- Persepolis
  Pg. 247 - end

Week 5 – Essays as Story-Telling Devices

W Feb 26th
- https://www.nytimes.com/2015/12/06/magazine/white-debt.html
- "All American" by Nicole Chung from *Nasty Women: Feminism Resistance and Revolution in Trump's America* (CAR)

F Feb 28th
- Excerpt from *The Collected Schizophrenias* by Esmé Weijun Wang (CAR)

- "My Mother, My Daughter" by Samantha Irby (CAR)

Week 9 – Class-Curated Week

W Mar 4th
- **Find a short creative non-fiction essay to share with the class.**

F Mar 6th
- **TBD**

Week 10 – Spring Break

Week 11 – Faux Fairytale

W Mar 18th
- In the Dream House
  Beginning to pg. 90

F Mar 20th
- In the Dream House
  pg. 91 to pg. 180

Week 12 – Faux Fairytale

W Mar 25th
- In the Dream House
  pg. 181 to end

F Mar 27th
- **TBD**

Week 13 – Death In the Wake

W Apr 1st
- Men We Reaped
  Prologue through We Are Born

F Apr 3rd
- Men We Reaped
  Demond Cook through We Are Wounded

Week 14 – Death In the Wake

W Apr 8th
- Men We Reaped
  Charles Joseph Martin through We Are Learning

F Apr 10th

- Men We Reaped

Joshua Adam Dedeaux through end of book

Week 15 – Course Conclusions

W Apr 15th
- **Course Conclusions**

F Apr 17th
- **Class Canceled**
  Final Exam due by 11:59PM

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Reading Women Writers (WGSST 2215)
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.	✓			The tools used in this course support the learning objectives and competencies in the following ways. • Weekly readings • Video/film viewing • Final project • Prompted writing assignments
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. • Carmen LMS • Carmen Connect • Microsoft Office 365 • Carmen Connect • YouTube
6.3 Technologies required in the course are readily obtainable.	✓			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.
6.4 The course technologies are current.	✓			All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			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. • 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.	✓			Recommend that a link be provided in the "Course Technology" section of the syllabus for the technical support offered for the following tools being used in this course.

				• 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.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			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. • YouTube
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	✓			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.	✓			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.

Reviewer Information
- Date reviewed: 3/6/2107
- Reviewed by: Mike Kaylor

Notes:

[a]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 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.**

[b]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/welcome.shtml

[c]Add 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.