

## 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 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	2306
Course Title	Girlhood
Transcript Abbreviation	Girlhood
Course Description	An examination of the contemporary contexts and social differences of female adolescence, including race, ethnicity, location, sexuality, class.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

**Exclusions**

Electronically Enforced No

**Cross-Listings**

Cross-Listings

**Subject/CIP Code**

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

**Requirement/Elective Designation**

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

**Course Details**

**Course goals or learning objectives/outcomes**

- Goals remain unchanged

**[Previous Value](#)**

**Content Topic List**

- Who is a girl
- Psychology/girls' studies
- Class scholarship
- Girl power
- Sexuality
- Racial identity
- Difference, nation, place
- Adolescence
- Pop culture/teen girls
- Abstinence, Christianity, pop culture
- Work lives globally
- At risk
- Girls and feminism

**Sought Concurrence**

No

**Attachments**

- WGSST 2306 ASC Tech Review.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 2306 SP20 DL.docx: DL Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- 2306 Thomas Syllabus (SP18).pdf: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- 01/07/21: Please attach the in-person syllabus. (by Haddad,Deborah Moore on 01/07/2021 03:02 PM)

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	01/07/2021 12:42 PM	Submitted for Approval
Approved	Winnubst,Shannon	01/07/2021 01:28 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	01/07/2021 03:02 PM	College Approval
Submitted	Stotlar,Jacqueline Nicole	01/07/2021 03:06 PM	Submitted for Approval
Approved	Winnubst,Shannon	01/07/2021 03:34 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/07/2021 03:45 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/07/2021 03:45 PM	ASCCAO Approval

# WGSS 2306

Girlhood

Spring 2020 (full term)

3 credit hours

Online

## COURSE OVERVIEW

### Instructor

Instructor: Sujatha Subramanian

Email address: [subramanian.143@osu.edu](mailto:subramanian.143@osu.edu) (email is the best way to reach me)

Office hours: By appointment, over Zoom

### Course description

*"Something dramatic happens to girls in early adolescence. Just as planes and ships disappear mysteriously into the Bermuda Triangle, so do the selves of girls go down in droves. They crash and burn in a social and developmental Bermuda Triangle. In early adolescence, studies show that girls' IQ scores drop and their math and science scores plummet."*

- Mary Pipher, *Reviving Ophelia*.



(A picture of a black girl, her head covered. Text reads, "Girls are the most powerful force for change on the planet. Welcome to the Girl Effect. Explore. Discover. Take what you need.")

The category of "girl" increasingly finds itself at the center of many debates- from conversations on education and entrepreneurial success to those on sexualization, low self-esteem and violence.

However, what is often unexamined in these conversations is the question of who is a girl. What assumptions of race, class, sexuality, ability and nationality underlie this category of girl? Which girls are invisibilized within dominant representations of girlhood? As part of this introductory course to Girlhood Studies, we will grapple with these questions to think about construction of the category of “girl” within various sites, including popular media and development discourses. We will analyze how the meanings associated with girlhood come to symbolize various anxieties as well as possibilities. We will also engage with the various responses to these constructions, looking at ideas of “girl power”, agency and citizenship. Through an investigation of the experiences of girls within schools, homes, malls and juvenile detention, we will look at how girls negotiate with the various structures of power that they encounter in their daily lives.

While most of our texts will be located in the context of the US, we will also widen our lens in an effort to think about how the category of girl has been constructed within development discourses through an examination of the “third world girl”. How is the idea of empowerment understood within development discourses? What assumptions of gender, sexuality, age, race and nationality operate in these discourses?

## Course learning outcomes

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

- Identify some of the key debates of girlhood studies, including sexualization, agency, at-risk etc.
- Critically analyze the construction of girlhood- who is a girl? how is the category of girl analyzed at the intersections of race, sexuality, nationality, ability?
- Closely read academic and popular culture texts to critically reflect on the representations of girlhood and the ideologies and assumptions that underlie these representations.
- Critically think about the different structures of power within which girls are located and how they negotiate with these structures at various sites in their lives.

## HOW THIS ONLINE COURSE WORKS

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

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

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to

6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Required

- All readings are provided on Carmen. You do not need to purchase any textbooks.
- The course readings will be made available on Carmen, uploaded under 'Files' and linked to the module of the week (in the 'Modules' section).
- PowerPoint presentations and lectures will be organized in the Modules section of Carmen.
- Assigned Films & Videos: Part of the assigned films & videos will be available through OSU's Secured Media Library at <https://drm.osu.edu>. You must log in with your OSU User Name and Password, and click on "Assigned Playlists". Select the assigned film for our course and click on it.

## Course technology

### Technology support

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

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

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

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

## Carmen access

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

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

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

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

**Weekly Discussion Posts- 40 points (13 weeks\* 3 points= 39 points, 1 point will be for punctuality)**

Beginning from the second week, every Tuesday at 10 am or before, I will post a discussion question in the Discussions section of Carmen, with a question or prompt to get us to think about the readings and/or the videos and the issues discussed in them. The discussion posts for each week will be worth 3 points.

The assignment has two parts:

For the first part of the assignment, you need to **post a response to the question in around 150-250 words. Support your answer by citing ideas from at least one of the readings assigned for the week. In case there are no readings, please use examples from the particular video or film assigned for the week.** Additionally, I also encourage you to offer specific real-world examples or connections to your life experiences. This will be worth 2 points.

**For the second part, engage with and respond to any one of your classmate's post in about 75- 100 words.** This will be worth 1 point.

You will need to post the responses by the Sunday of the week, before 11.59 p.m. You can earn a total of 40 points if you respond to the questions (13 weeks\* 3 points plus 1 point for punctuality, and to round this up).

**Three Response Papers (10+10+10= 30 points)**

In order to facilitate deeper engagement with the texts and to develop skills in analyzing and reviewing texts, students will write 3 short response papers over the course of the semester. The response papers will engage with all the readings assigned for the particular week; and should be submitted on Carmen before Sunday 11.59 pm. The length of the papers should be between 500-700 words.

The response paper should outline the key arguments being made by the authors, the concepts and terms that the authors engage with, and the methods and information sources used to make the arguments. Students are strongly encouraged to reflect on how the essay relates to the other readings discussed in the course as well as to the larger field of girlhood studies.

Your response papers can be on any of the readings (other than the film screening),but please do submit at least one response paper before March 1.

**Final Paper (30 points)**

For the final paper, students will submit a 1000-1500 word research paper, analysing any cultural text of their choice that engages with and represents girls and girlhood. These texts



can include films, television shows, novels, poems, songs, music videos, magazines, photographs, campaign materials etc. The paper should attempt a close reading of the text and link it to the themes discussed in the course. Begin with a short summary or description of the text (not more than 300 words) and attempt to answer questions such as who is/are the girl/s that are represented in the text, who are the possible audiences of the text and what are the different spaces that the girls are shown as occupying within the text. The paper should critically engage with how the text constructs, understands and represents girlhoods. Please use at least **one** course reading in building your argument. Final papers are due on Carmen on **April 26<sup>th</sup>**.

## Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

## Grading scale

**A (100-95); A- (94-90); B+ (89-88); B (87-85); B- (84-80); C+ (79-78); C (77-75); C- (74-70); D (69-65); E= 64<**

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(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**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### 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. A more conversational tone 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. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

**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:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

## Copyright for instructional materials

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

## Statement on Title IX

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

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

## Commitment to a diverse and inclusive learning environment

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

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a

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

## Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Please note that our workweek begins on Mondays at 10 am and ends on Sundays at 11:59 pm. Content modules and discussion prompts for the particular week are made available every Tuesdays by 10 am, if not earlier. Content may contain the following learning activities: power point presentations, video lectures, extra readings, videos and questions for the weekly discussions. You are responsible for completing all learning activities during our workweek/ modules, while meeting the firm deadlines in the Course Schedule and following ALL course policies listed in syllabus.

**Structure of the Carmen course-** On the Carmen course toolbar you can find the main sections that will be used for our daily communication.

- The Front Page will contain the announcements for the week, an introduction to the week's themes and a reminder of the week's assignment requirements.
- All emails will be sent over Carmen, especially for time-sensitive announcements. Please check your inbox regularly.
- Files – contains the Readings for the course.
- Syllabus- The course syllabus will be uploaded here. Since the syllabus might be updated occasionally, please do remember to check the syllabus before you begin work

for the week. I will be announcing any changes to the syllabus a week in advance over email.

- Discussions – forum for weekly discussion posts. You can also use this space to post useful information relevant to the topic of the course, for example, information about interesting events.
- Assignments – contains tools to upload the midterm exams, final paper abstract and final paper.
- Modules – contains content and lectures for the particular week, and the link to the week's discussion thread.

## **WEEK 1**

**Jan 6- Jan 12**

### **Introductions**

#### **What is Girlhood Studies?**

Mary Celeste Kearney, "Coalescing: The Development of Girls' Studies"

## **WEEK 2**

**Jan 13- Jan 19**

### **Who is a Girl?**

Catherine Driscoll, "Girls Today: Girls, Girl Culture and Girl Studies"

Anita Harris, "The 'Can-Do' Girl Versus the 'At-Risk' Girl"

## **WEEK 3**

**Jan 20- Jan 26**

### **Where are the Girls?**

Kabita Chakraborty, "The good Muslim girl': conducting qualitative participatory research to understand the lives of young Muslim women in the bustees of Kolkata"

Anita Harris, "Spaces of Regulation: School Halls and Shopping Malls"

## **WEEK 4**

**Jan 27- Feb 2**

### **Representation of Girls**

Watch Mean Girls (dir. Mark Waters) (assigned on Secured Media Library)

Marnina Gonick, "The 'Mean Girl' Crisis: Problematizing Representations of Girls' Friendships"

Rebecca Hains, "The Problematics of Reclaiming the Girlish: The Powerpuff Girls and Girl Power"

## **WEEK 5**

**Feb 3- Feb 9**

### **The Sexualization Debates**

Mary Jane Kehily, "Contextualising the sexualisation of girls debate: innocence, experience and young female sexuality"

## **WEEK 6**

**Feb 10- Feb 16**

### **Girls Make Media**

Treva B. Lindsey "One Time for My Girls": African-American Girlhood, Empowerment, and Popular Visual Culture"

Mary Celeste Kearney, "Grrl Zines: Exploring Identity, Transforming Girls' Written Culture"

## **WEEK 7**

**Feb 17- 23**

### **Complicating Agency**

Michelle Bae, "Interrogating Girl Power: Girlhood, Popular Media, and Postfeminism"

Sujatha Subramanian, "Of Real Identities: Expressions of Femininity and Sexuality in Online Spaces"

## **WEEK 8**

**Feb 24- Mar 1**

### **When Girls Resist**

Jessica Taft, *Rebel Girls: Youth Activism and Social Change Across the Americas* (selected portions)

## **WEEK 9**

**Mar 2- Mar 8**

## **Girlhood and Citizenship**

Caroline Caron, "Getting Girls and Teens into the Vocabularies of Citizenship"

Jo Anne Lee, "Locality, Participatory Action Research and Racialised Girls' Struggles for Citizenship"

Aimee M. Cox, "Shapeshifters: Black Girls and the Choreography of Citizenship"

## **WEEK 10**

**Mar 9- Mar 15**

**SPRING BREAK!**

## **WEEK 11**

**Mar 16- Mar 22**

### **Mapping Black Girlhood**

Aimee Meredith Cox, "Sex, gender and scripted bodies", *Shapeshifters: Black Girls and the Choreography of Citizenship*

Debbie Weakes, "*Keeping it in the community: creating safe spaces for black girlhood*"

Erica Edwards, Sherell A. McArthur, and LaToya Russell-Owens, "Relationships, Beingness, and Voice: Exploring Multiple Dimensions of Humanizing Work with Black Girls"

## **WEEK 12**

**Mar 23- 29**

### **Mapping Black Girlhood (contd)**

LaKisha Simmons Introduction, Chapter 1 and 6, *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans*

## **WEEK 13**

**March 30 - Apr 5**

### **The Girl in International Development**

Cobbett, M. (2014). Beyond "victims" and "heroines": Constructing "girlhood" in international development.

Sensoy, O. and Marshall, E, "Missionary girl power: Saving the "Third World" one girl at a time."



**WEEK 14****Apr 6- Apr 12****Queering Girlhoods**

Claudia Castaneda, "Developing gender: the medical treatment of transgender young people"

Lisa Pasko "Setting the record "straight": girls, sexuality, and the juvenile correctional system."

**WEEK 15****Apr 13- Apr 19****Girlhood and Incarceration**

Connie Wun, "Against Captivity: Black Girls and School Discipline Policies in the Afterlife of Slavery"

Jaskiran Dhillon, "Indigenous girls and the violence of settler colonial policing"

**Final Papers Due- April 24**

**Women's Studies 2306: *Girlhood***  
**Evans Lab 2001**  
**Tuesdays and Thursdays, 12:45-2:05pm**

Prof. Mary Thomas  
308E Dulles  
614-292-9866

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

Office hours: Tuesdays 2:30-3:30pm and by appt

Course Description: In the girlhood scholarship, the American teenage girl presents a conundrum. Many scholars show the overwhelming ills of girls vexed by low self-esteem, growing violent or 'mean girl' behaviors, eating disorders, digital narcissism, and bad sexual decision-making. But, in light of these many problems, scholars have also taken up the popular mantra of 'girl power' to celebrate the agency of girls and their ability to combat normative femininity, misogyny, racism, and sexism. In this class we will consider these approaches to girlhood. We will also explore the gender, class, race, ethnic, and sexual differences of American girls. Is there even a coherency to the category of "an American girl"?

**Disability Services**

**Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.**

Academic Misconduct: 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/>.

I will be using the OSU Standard Grade Scheme, as follows:

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

### **Course Requirements**

In Girlhood, you have five grade components. You will write three essays, do one project, and class participation is the other major component of your grade. This means you will need to be in every class, prepared to actively discuss class readings and material. Small group and full class discussion will be important aspects of the success of our class. Please do the assigned readings before class and come with questions and comments.

Paper 1:	20%
Paper 2:	20%
Paper 3:	20%
Project:	20%
Participation:	20%

All assignments should be posted on the course website by the beginning of class on their due date and lose a value of 5% every day they are late (including if they arrive later than 9:30am on their due date).

Paper instructions will be discussed in class and posted on the course website. Papers should be 1000-1200 words (typically 3 ½ - 4 pages double spaced depending on font). Project assignment instructions are at the end of this syllabus.

Your participation grade will be determined by your attendance, your engagement in class discussions, the preparation you give to class discussion, and in-class response papers that will unassigned (ie, you won't know when these will happen). Just showing up and talking in class about your personal experience is not sufficient for an A participation grade – you have to discuss *course material!* So come prepared and be willing to engage with your classmates. You may not miss more than 3 classes this semester; each absence after 3 means 10% off your participation grade.

### **Readings**

- There is one book that you need to order yourselves immediately. I did NOT order this ahead of time so please order it yourselves – you can find plenty of used copies online. **Alison Bechdel, *Fun Home: A Family Tragicomic***
- All other readings are on the course website under “Files”.

## Course Schedule

**Tues Jan 9:** Course introduction, expectations, and peer meet.

**Thurs Jan 11:** Who/what is a girl?

Catherine Driscoll, Introduction: Towards a Genealogy of Girlhood, in her *Girls: Feminine Adolescence in Popular Culture and Cultural Theory* (Columbia U Press, 2002).

**Tues Jan 16:** The impact of psychology on girlhood studies/Pipher's legacy

Mary Pipher, Chapters 1-3 from *Reviving Ophelia: Saving the Selves of Adolescent Girls* (Ballantine Books, 1994). These are Pipher I (chapters 1-2) and II (chapter 3) on the course website.

**Thurs Jan 18:** Thinking about authenticity and self in Pipher

Pipher, Chapter 11. This is Pipher III on the course website.

**Tues Jan 23:** At risk or can do?

Anita Harris, The 'can-do' girl versus the 'at-risk' girl, in her *Future Girl* (Routledge, 2004).

**Thurs Jan 25:** Postfeminist girlhood

Rosalind Gill, Postfeminist media culture: elements of a sensibility. *European Journal of Cultural Studies* 10(2): 147-166.

**Tues Jan 30:** Thinking through girlhood sexual agency

Amy Adele Hasinoff, Blaming sexualization for sexting. *Girlhood Studies* 7(1): 102-120

Sarah Projansky, Introduction to her *Spectacular girls: media fascination and celebrity culture* (NYU Press, 2014)

**Thurs Feb 1:** Growing up with girl power

Rebecca Hains, Girl power on screen: the rise of the girl hero, in *Growing up with girl power* (Peter Lang, 2012)

**Tues Feb 6:** Consumption's connection to 'can do' girls

In class video: *Consuming Kids: The Commercialization of Childhood* (2008, 67 mins)

**Thurs Feb 8:** Global Girlhood event: **no class**

**Paper 1 due online**

**Tues Feb 13:** American Girl: selling [race/ethnicity/gender] identity, selling dolls  
Elizabeth Marshall, 2009. Consuming Girlhood: Young Women, Femininities and American Girl. *Girlhood Studies* 2(1): 94-111.

**Thurs Feb 15:** Racialization through consumption  
Elizabeth Chin, Hemmed in and Shut Out, in her *Purchasing Power: Black Kids and American Consumer Culture* (University of Minnesota Press, 2001).

**Tues Feb 20:** Puberty and consumption  
Sharon Mazzarella, 2008. Coming of age with Proctor and Gamble: beinggirl.com and the commodification of puberty. *Girlhood Studies* 1(2): 29-50.

**Thurs Feb 22:** Sex, gender and race  
Aimee Meredith Cox, Sex, gender and scripted bodies, in her *Shapeshifters: Black girls and the choreography of citizenship* (Duke U Press, 2015).

**Tues Feb 27:** So-called violent girls and the prison nation  
Meda Chesney-Lind and Katharine Irwin, From badness to meanness: popular constructions of contemporary girlhood. In *All about the girl: culture, power, and identity* (Routledge Press, 2004)

Preston Mitchum and Aisha Moodie-Mills, Beyond bullying: how hostile school climate perpetuates the school-to-prison pipeline for LGBT youth ([report](#) from the Center for American Progress, 2014) [Look at the first 20 pages closely, skim the rest; it's a quick read]

**Thurs March 1:** Studying girls in prison: lessons from my own research.  
Mary Thomas, *Confined sexuality*, draft article (2018)

**Tues March 6:** Incarcerated girlhoods  
In class video: *Girls On the Wall* (2009, 62 minutes)

**Thurs March 8:** No class. **Paper 2 due online by 5pm**

**SPRING BREAK: March 12-16**

**Tues March 20:** Queer girlhoods: representing sexuality and girlhood  
Alison Bechdel, *Fun Home: A Family Tragicomic* (start reading)

**Thurs March 22:** Remembering adolescence / queer girlhood  
*Fun Home* (be finished with first half)

**Tues March 27:** *Fun Home* in class discussion. Finish the book

**Thurs March 29:** Final *Fun Home* discussion and workshop project 1 in class

**Tues April 3:** Trans girlhoods

In class video: *Growing up trans* (Frontline, PBS, 2015)

**Project due**

**Thurs April 5:** Finish/discuss *Growing up trans*

Claudia Castaneda, 2015. Developing gender: the medical treatment of transgender young people. *Social science and medicine* 143: 262-270

**Tues April 10:** Sexy, sexualized young girls

Susan Douglas, Sex 'R' Us, in her *Enlightened sexism: the seductive message that feminism's work is done* (Times Books, 2010)

**Thurs April 12:** TBD. Let's design the last three classes together!

**Tues April 17:** TBD

**Thurs April 19:** TBD

**Paper 3 due online by 5pm!**

## **Project Assignment**

WGSS 2306: Girlhood

**Due date: April 3 by the beginning of class (12:45pm).**

**This assignment is worth 20% of final grade**

This assignment asks you to create a short graphic memoir of your own and write a short analysis of it. The length should be about 6-8 graphic frames + 600 words. Please provide a word count.

Bechdel both narrates and visualizes her childhood. Illustrate 6-8 graphic frames that depict a scene from your own coming-of-age story. Like Bechdel's, they should have words as well as images. Then, write a 600 word reflection on this exercise. Why this particular episode of your life? And how do the images plus the words make the story more relatable or powerful or poignant? How have your perspectives on this scene changed after being in this course?

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

**Course: WGGST 2306**

**Instructor: Sujatha Subramanian**

**Summary: Girlhood**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Carmen</li> <li>Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Zoom</li> <li>Carmen discussion board postings</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools requiring an account are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with



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

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

**Notes: Remove reference to Desire2Learn as we now use CarmenCanvas as our LMS. Not a requirement but please be aware that some students may be taking this class from a distance and unable to complete the extra credit. Consider an alternative extra credit assignment for those students who are unable to attend the events.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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

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