

Term Information

Effective Term Summer 2021
[Previous Value](#) [Spring 2019](#)

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	3200
Course Title	Breaking the Law: An Introduction to Gender Justice
Transcript Abbreviation	Gender Justice
Course Description	Sexual harassment. Revenge porn. Getting married. Becoming a parent. Who we are and how society responds to us in legal contexts can have profound impacts on our lives. This course introduces you to the ways in the law grapples with gender, sexuality and race and the ways that human diversity informs claims to justice.
Previous Value	Sexual harassment. Revenge porn. Getting married. Becoming a parent. Who we are and how society respond to us in legal contexts can have profound impacts on our lives. This course introduces you to the ways in the law grapples with gender, sexuality and race and the ways that human diversity informs claims to justice.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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, Junior, Senior

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks.
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

Content Topic List

- Justice
- Sexual Harassment
- Rape - Consent
- Revenge Porn
- Sexting and Porn
- Sex Work
- Abortion
- Reproductive Justice
- Same Sex Marriage
- Lesbian Parenthood
- Surrogacy
- Transgender Rights
- Sports: Difference and Segregation
- Employment and Affirmative Action
- Care and Racial Structure of Women's Work
- Maternal Walls & Gender Bias
- #SayHerName
- What (not) to Wear?: Appearance Regulation, Burka and Burkini Bans

Sought Concurrence

Previous Value

No
Yes

Attachments

- 3200 Tjon Soei Len Syllabus (SP20).pdf: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 3200 SP21 DL.docx: DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 3200 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 03:29 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 03:32 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 03:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 03:59 PM	ASCCAO Approval



WGSST 3200 “BREAKING THE LAW”: AN INTRODUCTION TO GENDER JUSTICE AUTUMN 2020

Course overview

Classroom Information

Meeting Days/Times: T/Th TBA

Credit hours: 3

Mode of delivery: Distance Learning

Instructor

Instructor: Dr. Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

Pronouns: She/Her/Hers

Email address: tjonsoeilen.1@osu.edu

Phone number: (614) 688-3078

My office: Dulles Hall 308C

Office hours: Office hours are virtual. Appointments can be made through calendly.com/ltjonsoeilen and can be scheduled for a Carmen Zoom meeting.

Preferred means of communication:

My preferred method of communication for questions is via email.

Class-wide communications will be sent through the Announcements tool in CarmenCanvas.

Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course description

Sexual harassment. Revenge porn. Getting married. Becoming a parent. Legal definitions and decisions can have profound impacts on all aspects of our lives.

This course introduces participants to the ways in which the law grapples with gender, sexuality and race, and asks how features of human diversity inform claims to justice. In particular, the course investigates how issues of gender (in)justice are articulated through legal arguments based in ideas of consent, privacy, and equality – and how these have been employed as tools to affect social change through law. Throughout the course, we will attend to how various feminist arguments have struggled for recognition and have attempted (with varying degrees of success) to gain influence in the legal realm. The course goals include 1) analyzing dominant assumptions about, and expressed in, the law's relationship to sex, gender, sexuality and race; 2) evaluating the ways in which feminist frameworks have affected social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.

Course learning outcomes:

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

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. But there will be optional opportunities to connect in real time every week.

Pace of online activities: This course is divided into **weekly modules** that are released on the last day of the week prior. 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 bylaws on instruction](http://go.osu.edu/credithours) (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: two or more 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. Please prepare to post in discussions multiple times per week and to check back and follow up on responses to your posts.

Instructor interaction and peer to peer connection: The instructor will provide regular asynchronous feedback through CarmenCanvas. Students will also have the opportunity to participate in live sessions, including office hours, if desired. Student also have the opportunity to reach out to the instructor through office hours or email. The following is a summary of course communication methods:

- **Course Q&A Discussion page:** Students can post any questions about the course content, activities, or assignments on the Q&A discussion page. Your instructor will check the board multiple times per week, and your classmates may get you an answer even faster.
- **CarmenCanvas Announcements:** The instructor will send all course wide communications via CarmenCanvas Announcements.

- **CarmenCanvas discussion forums:** Your instructor will check the discussion board multiple times per week to provide feedback. The discussion board will also be the primary means through which to discuss course material and engage with your classmates.
- **Email:** Students can send questions about feedback via email.
- **Office hours:** Appointments can be made through calendly.com/ltjonsoeilen and can be scheduled for a Carmen Conference meeting.

Weekly Modules

In each week you will:

- **Read and Watch** course content (readings/lecture) and become familiar with core concepts and feminist arguments developed in relation to issues such as sexual harassment, abortion, marriage and parenthood.
- **Practice and Apply** content through online activities.
- **Reflect and Discuss** materials and give/receive feedback to/from your peers and get feedback from your instructor.

Course Materials, Fees and Technologies

Required Materials

- Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Samantha L. Buchalter, *Gender Law & Policy* (Wolters Kluwer, 2014 2nd Edition). ISBN: 978-1-4548-4128-9
This book will be available in the OSU Bookstore.

It is important to note that our course schedule is ***not identical*** to the structure of this book. We will skip sections regularly and read alternative readings (e.g. scholarly articles, op-eds, blog posts) that are central to our course work. Please pay attention to the specific sections and accompanying page numbers that are assigned for this course.

- Additional required readings will be made available electronically on Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Grading and instructor response

Grades

Assignment or category	Points
<p>Discussion</p> <p>Discussion board assignments will be included in weekly modules during weeks 2, 3, 4, 5, 9, 11, 12 and 13. For discussion board assignments students are responsible for posting at least 2 times.</p> <ol style="list-style-type: none"> 1. Post a new thread by Tuesday 5pm that responds to the discussion prompt provided that week. 2. Respond to another student's post by Thursday 5pm. A response does more than affirm the original poster. You can always respond to others' posts with "I like what you said!", "I agree!" or "You make a good point!", but a response post should aim to move the conversation forward by asking questions, sharing concerns, making suggestions or offering alternative perspectives. <ul style="list-style-type: none"> • Getting help on this assignment is not permitted. • Collaborating, or completing the assignment with others is not permitted. • Copying or reusing previous work is not permitted. • Open-book research for the assignment is permitted and encouraged. 	20
<p>Debate Assignment</p> <p>Over the course of the semester students will participate in an asynchronous online debate. The debate will take place on a discussion forum. Students will be assigned to teams who will defend or refute an assigned debate statement.</p> <p>There are three debate elements:</p> <ul style="list-style-type: none"> - Post opening arguments - Post rebuttal - Concluding remarks <p>Debate evaluation: each student will submit a reasoned vote on the debate. Which side convinced you and why?</p> <p>A guidance document and grading rubric will be available on CarmenCanvas.</p>	30

<ul style="list-style-type: none"> ▪ Getting help on this assignment is permitted. ▪ Collaborating, or completing the assignment with others is permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is permitted and encouraged. 	
<p>Midterm Exam</p> <p>There will be a midterm examination posted on Carmen (under Quizzes). After opening the exam students will have 90 minutes to complete all questions. The exam will ask students to demonstrate their understanding of and ability to apply the key concepts and central arguments of one or more of the competing views from our course materials. The exam will include multiple choice questions and an essay question.</p> <ul style="list-style-type: none"> ▪ Getting help on this assignment is not permitted. ▪ Collaborating, or completing the assignment with others is not permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is not permitted and encouraged. 	20
<p>Dissent pieces: Writing for Tomorrow</p> <p>Over the course of the semester students will write a dissent piece, which reflects disagreement with a dominant narrative, common position, or majority view within the legal and social contexts that we have engaged in our course materials and class discussions. The dissent will be approximately 2000 words. The dissent piece should state and describe the majority view; offer a feminist argument against the majority view; offer a strong, compelling objection against the selected feminist argument; and offer a response to this objection.</p> <p>A guidance document and a grading rubric will be available on CarmenCanvas.</p> <ul style="list-style-type: none"> ▪ Getting help on this assignment is permitted. ▪ Collaborating, or completing the assignment with others is not permitted. ▪ Copying or reusing previous work is not permitted. ▪ Open-book research for the assignment is permitted and encouraged. 	30
Total	100

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

Grading and feedback

For written assignments you can generally expect feedback within 7 days.

E-mail

The best way to reach me is through email. I will reply to e-mails within 24 hours on school days. If you send an email on Friday after 2pm, a response will reach you by Monday. (Please try to avoid (re)sending emails during non-school days.)

Other course policies

Discussion and communication guidelines

We are collectively responsible for creating and nurturing a class climate that enables each student to pursue the course objectives. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. We are critically engaging with ideas; we are not critiquing people. Remember that sarcasm doesn't always come across online.
- **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.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For all course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Compose your academic posts in Microsoft Word or a note-taking app, where you can save your work, and then copying into the Carmen discussion.

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](http://studentconduct.osu.edu) (studentconduct.osu.edu), 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:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

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 on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at 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, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email 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.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. 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 mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed

at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://www.go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Accommodations for accessibility

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 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.

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

Course Schedule

Week	Dates	Topics and Readings	Graded Assignments
1.	Aug 25-28	<p>Course Introduction and (Not) Thinking Like a Lawyer</p> <p>Patricia Williams, Chapter 1: The Brass Ring and the Deep Blue Sea, pp. 3-14 (in <i>The Alchemy of Race and Rights</i>, 1991)</p>	
2.	Aug 31- Sep 4	<p>Intersectionality in and outside law Feminist lens: Intersectional Feminism</p> <p>Crenshaw (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", pp. 139-150</p> <p>https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination</p> <p>https://www.thecut.com/2018/03/a-brief-convoluted-history-of-the-word-intersectionality.html</p> <p>Optional reading: AAPF, Say Her Name (pp.1-32)</p>	Discussion post
3.	Sep 7-11	<p>Employment and Affirmative Action Feminist lens: Liberal Feminisms (I) Formal and Substantive Equality</p> <p>Bartlett, <i>GLP</i>, Chapter 1 (pp.1-3 and 50-120)</p> <p>Bartlett, <i>GLP</i>, Chapter 2 (pp. 151-167)</p>	Discussion post
4.	Sep 14-18	<p>Rape Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5 (pp. 521-554)</p> <p>Halley (2016) "The Move to Affirmative Consent", pp.1-19</p>	Discussion post

5.	Sep 21-25	<p>Sex work Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5 (pp.564-580)</p> <p>George, “Sex Trafficking and Sex Work: Definitions, Debates and Dynamics”, pp.64-68</p> <p>Mullin, “The Difference Between Decriminalization and Legalization of Sex Work”, pp.2-4</p> <p>Nussbaum, “Whether from Love or Prejudice: Taking Money for Bodily Services”, pp. 700-723 (sections III, IV and V)</p> <p>Revisit feminist equality & autonomy arguments</p>	Discussion post
6.	Sep 28- Oct 2	Review and debate assignment preparations	
7.	Oct 5- 9	<p>Sexual Harassment Feminist lens: Power/Nonsubordination Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 3 (pp.291-321)</p> <p>Watch “Femme de la Rue”: https://www.theguardian.com/world/video/2012/aug/03/femme-de-la-rue-sexism-brussels-video</p> <p>Optional reading: Brinlee, “Laws Against Catcalling In The US Are Kind of A Mess”</p>	Debate
8.	Oct 12-16	<p>Midterm Exam No readings. Students will prepare and review dissent materials for midterm exam.</p>	Midterm Exam
9.	Oct 19-23	<p>Abortion Feminist lens: Compare and contrast liberal vs power/nonsubordination feminisms</p> <p>Bartlett, <i>GLP</i>, Chapter 5 (pp.595-625)</p> <p>MacKinnon, <i>Privacy v. Equality: Beyond Roe v. Wade</i></p>	Discussion post
10.	Oct 26-30	Review and Dissent Workshop	

		No reading. Students will prepare and peer review dissent proposals.	
11.	Nov 2-6	<p>Reproductive Justice & Surrogacy Comparison Feminist lenses</p> <p>Roberts, 'Reproductive Justice, Not Just Rights', https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights</p> <p>Bartlett, <i>GLP</i>, Chapter 3 (pp.385-413)</p> <p>Obergefell v Hodges (2015) Excerpts TBD</p> <p>Bartlett, <i>GLP</i>, Chapter 5 (pp.626-642)</p>	Discussion post
12.	Nov 9-13	<p>Care labor Feminist lens: Cultural/Difference Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 4 pp. 449-475</p> <p>Review Cultural/Difference Feminism</p>	Discussion post
13.	Nov 16-20	<p>Gender Identity</p> <p>Bartlett, Chapter 6, (pp. 685-717)</p> <p>Rosenblum, "Pregnant Man?: A Conversation" (pp. 208-215) and response by Onwuachi-Willig and Willig-Onwuachi (pp. 241-246)</p> <p>TBD</p>	Discussion post
14.	Nov 23-25	Review & Dissent Pieces: Writing for Tomorrow	
15.	Nov 30 - Dec 4		Submit Final Paper



WGSST 3200 "BREAKING THE LAW": AN INTRODUCTION TO GENDER JUSTICE SPRING 2020

COURSE OVERVIEW

Classroom Information

Format of instruction: Active Learning

Meeting Days/Times: T/Th 2:20-3:40

Location: Cockins Hall 218

Instructor

Instructor: Dr. Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

Pronouns: She/Her/Hers

Email address: tjonsoeilen.1@osu.edu

Phone number: (614) 688-3078

Office hours: Appointments can be made through calendly.com/ltjonsoeilen. Please let me know if you cannot make it to my scheduled office hours, so that we can find an alternative time to meet.

My office: Arps Hall 127B

Course description

Sexual harassment. Revenge porn. Getting married. Becoming a parent. Legal definitions and decisions can have profound impacts on all aspects of our lives.

This course introduces participants to the ways in which the law grapples with gender, sexuality and race, and asks how features of human diversity inform claims to justice. In particular, the course investigates how issues of gender (in)justice are articulated through legal arguments based in ideas of consent, privacy, and equality – and how these have been employed as tools to affect social change through law. Throughout the course, we will attend to how various feminist arguments have struggled for recognition and have attempted (with varying degrees of success) to gain influence in the legal realm. The course goals include 1) analyzing dominant assumptions about, and expressed in, the law's relationship to sex, gender, sexuality and race; 2) evaluating the ways in which feminist frameworks have affected social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.

Course learning outcomes:

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.

Course materials

- Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Samantha L. Buchalter, *Gender Law & Policy* (Wolters Kluwer, 2014 2nd Edition). ISBN: 978-1-4548-4128-9
This book will be available in the OSU Bookstore.

It is important to note that our course schedule is ***not identical*** to the structure of this book. We will skip sections regularly and read alternative readings (e.g. scholarly articles, op-eds, blog posts) that are central to our course work. Please pay attention to the specific sections and accompanying page numbers that are assigned for each meeting.

- Additional required readings will be made available electronically on Carmen.

- Students should bring and make sure that all assigned readings are accessible to them during class.

Grading and instructor response

Grades

Assignment or category	Points
<p>Attendance and Participation</p> <p>Consistent attendance and informed participation are important and expected. Informed participation means that you 1) have prepared for class (i.e., read the materials, thought about the arguments, and have done assigned homework); 2) actively and respectfully contribute to class discussions; 3) actively and respectfully listen to the contributions of others. Each student is allowed <i>two unexcused absences</i> without academic penalty (5 point deduction).</p>	15
<p>Facilitate Class Discussion</p> <p>Small student teams will sign-up for a class session when they will facilitate a 10-15 minute class discussion on the assigned materials. Students are expected to discuss the materials within the team prior to the class session and coordinate how they will facilitate class discussion.</p> <p><i>Prompts: What is/are the central concepts/topics for this meeting? What did you know/think about these concepts/topics before reading the materials? How did the materials change/impact your prior understanding?</i></p>	15
<p>Course journal: Reflections and Connections</p> <p>Over the course of the semester, students are required to keep a course journal (physical or digital document) in which you will record:</p> <ul style="list-style-type: none"> - weekly reflections entries; and - three connections entries. <p>The purpose of the Course Journal is for you to gain insight into your pursuit of the course objectives.</p> <p>Reflections need not be polished academic writings but should demonstrate genuine and thoughtful engagement with the assigned materials. Weekly reflections are “low-stakes”, non-graded writing assignments. Their purpose is for you to track your thoughts, insights and personal responses to our course material. (Prompts: Are you confused or surprised by anything? Are you experiencing resistance towards any of the ideas we encounter? What do you believe you are learning?) Although <u>reflections</u> are</p>	15

<p><u>not submitted for grading</u>, they should always be completed (every week), and available for submission at any time should any doubt or concern arise as to your progress in this course.</p> <p>Connections entries will be <u>submitted three times during the semester</u>. The purpose of these journal entries is for you to make connections between what you encounter in our course and what you encounter outside of our course (e.g. your personal experience, the news, other readings, materials/discussions in other courses). Connection submissions need not be polished academic writings, they should be approximately 500 words each, and are graded as ‘excellent’ (5 points), ‘good’ (4 points), or ‘insufficient’ (2 points). <i>(Online Submission via Carmen.)</i></p>	
<p>Op-Ed Students will write a polished Op-Ed (opinion piece) on a newsworthy topic of controversy relating to gender justice employing a feminist lens . You will defend a position and offer persuasive and compelling arguments to convince your reader. The course materials should inform the arguments. I recommend paying attention to the news and recent developments from the start of the semester to select your topic. Op-eds are thought provoking, concise, well-structured and organized texts. For this assignment, the Op-Ed should not exceed 1000 words. <i>(Online submission via Carmen.)</i></p>	25
<p>Dissent: Writing for Tomorrow As a final project, students will write their own dissent to a majority opinion of their choice by employing a feminist lens. The dissent should reflect disagreement with a dominant narrative, common position, or majority view within the legal and social contexts that we have engaged in our course materials and class discussions. The dissent should be approximately 2000 words. (25 points) Students will present their ‘Dissent’ during the semester’s final meetings (5 points). <i>(Online submission via Carmen.)</i></p>	30
Total	100

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted.

Grading scale

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

Instructor feedback and response time

Grading and feedback

For written assignments you can generally expect feedback within 7 days.

E-mail

The best way to reach me is through email. I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The course engages an active learning approach, which includes class discussion, in class group work, student presentations and debates. To engage in these learning activities, you will be expected to have read and engaged with the selected materials in preparation for the day of class. This is an important requirement, in order for all students to be able to realize the course objectives. You will be asked to make your engagement with the materials transparent through informed class participation that can be demonstrated in multiple forms.

Discussion and communication guidelines

It is important to appreciate that we are collectively responsible for creating and nurturing a class climate that enables each student to pursue the course objectives. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Write using good grammar, spelling, and punctuation. I encourage peer-mentoring and peer-review.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Do not communicate with others outside of the classroom unless absolutely necessary. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** 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 copy into Carmen.

Course schedule

1/7- Meeting 1: Welcome and Syllabus

1/9 - Meeting 2: (Not) Thinking Like a Lawyer

Harris, "Race and Essentialism in Feminist Legal Theory", pp. 581-584 & 586-589

Williams, *The Alchemy of Race and Rights*, Excluding Voices: Chapter 1, pp. 3-14

1/14 - Meeting 3: Exploring Justice

Young, *Justice and the Politics of Difference*, Chapter 2: Five Faces of Oppression (pp. 37-65)

1/16 - Meeting 4: Sexual Harassment I – Power

Bartlett, Chapter 3 (pp.291-321)

1/21 - Meeting 5: Sexual Harassment II – #MeToo

Cottle, "What Does 'Sexual Misconduct' Actually Mean?"

Bartlett, Chapter 3, p.319 no. 8

Watch "Femme de la Rue": <https://www.theguardian.com/world/video/2012/aug/03/femme-de-la-rue-sexism-brussels-video>

Brinlee, "Laws Against Catcalling In The US Are Kind of A Mess"

1/23 - Meeting 6: Pornography

Bartlett, Chapter 3 (pp.370-384)

Nussbaum, *Objectification and Internet Misogyny*, p. 68-87

1/28 - Meeting 7: Review Power/Nonsubordination

1/30 - Meeting 8: Rape – Consent

Bartlett, Chapter 5 (pp. 521-554)

SUBMIT COURSE JOURNAL: CONNECTIONS (SUBMISSION VIA CARMEN)

2/4 - Meeting 9: Sex Work

Bartlett, Chapter 5 (pp.564-580)

George, "Sex Trafficking and Sex Work: Definitions, Debates and Dynamics", pp.64-68

Mullin, "The Difference Between Decriminalization and Legalization of Sex Work"

Nussbaum, "Whether from Love or Prejudice: Taking Money for Bodily Services" (pp. Selection)

2/6 - Meeting 10: Abortion

Bartlett, Chapter 5 (pp.595-625)

MacKinnon, *Privacy v. Equality: Beyond Roe v. Wade*

2/11 - Meeting 11: Op-Ed Workshop

TBD Selection of recent and relevant Op-Eds

2/13 - Meeting 12: Review Autonomy**2/18 - Meeting 13: Reproductive Justice**

Roberts, 'Reproductive Justice, Not Just Rights',

<https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights>

2/20 - Meeting 14: Same Sex Marriage

Bartlett, Chapter 3 (pp.385-406)

Obergefell v Hodges (2015)

Masterpiece Cakeshop v. Colorado Civil Rights Commission (2018)

2/25 Meeting 15: Lesbian Parenthood

Bartlett, Chapter 3 (pp. 407-413)

2/27 - Meeting 16: Gender Identity

Bartlett, Chapter 5 (pp.626-642)

Rosenblum, "Pregnant Man?: A Conversation" (pp. 208-215) and response by Onwuachi-Willig and Willig-Onwuachi (pp. 241-246)

Bartlett, Chapter 6, (pp. 700-717)

DUE DATE OP-ED: 2/27 5PM (SUBMISSION VIA CARMEN)

3/3 - Meeting 17: Sports: Difference and Segregation

Bartlett, Chapter 2 (pp. 204-240)

3/5 - Meeting 18: Review Identity

SUBMIT COURSE JOURNAL: CONNECTIONS (SUBMISSION VIA CARMEN)

SPRING BREAK!**3/17 - Meeting 19: Online 'Dissent' Workshop: Writing for Tomorrow**

Use "Writing Handout & Worksheet" (See Carmen)

3/19 - Meeting 20: Proposal for Dissent

Submit Proposal and Online Peer Review

3/24 - Meeting 21: Employment and Affirmative Action

Bartlett, Chapter 1 (pp.1-3 and 50-120)

Bartlett, Chapter 2 (pp. 151-167)

3/26 - Meeting 22: Review Formal and Substantive Equality**3/31 - Meeting 23: #SayHerName**

Crenshaw, Mapping the Margins (selections)

AAPF, Say Her Name (pp.1-32)

4/2 - Meeting: 24 Women's Work

Bartlett, Chapter 4 (pp. 449-489 Selections TBD)

Roberts, Spiritual and Menial Housework (Selections)

SUBMIT COURSE JOURNAL: CONNECTIONS (SUBMISSION VIA CARMEN)**4/7 – Meeting 25: Review Difference and other Feminist Frameworks****Meetings 26 – 28 3 Minute 'Dissent' Presentations**

4/9

4/14

4/16

DUE DATE DISSENT: 4/23 5PM (SUBMISSION VIA CARMEN)

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

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

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets

regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 3200

Instructor: Dr. Lyn Tjon Soei Len

Summary: Breaking the Law: An Introduction to Gender Justice

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"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Zoom • Carmen discussion board postings
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

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

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

Notes: Add statements b & c and this is ready to go!

^aThe 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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^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>

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