

## Term Information

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

## Course Change Information

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

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	3302
Course Title	Gender, War & Peacebuilding
Transcript Abbreviation	Gender War & Peace
Course Description	Feminist scholars have demonstrated the multiple and complex ways that gender norms are implicit to the processes of war, militarism, and peace and have examined gender as a system of power that is both instrumental in, and constituted by, militarism and armed conflict. This course explores war and peace as gendered phenomena reliant on socially constructed norms.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
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 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

- Goal 1: Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.
- Learning Outcome 1a: Recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, religious, aesthetic, contexts.
- Learning Outcome 1b: Detect dominant narratives.
- Learning Outcome 1c: Analyze the role of power in upholding core cultural assumptions.
- Learning Outcome 1d: Evaluate the connections between core cultural assumptions and various forms of injustice.
- Learning Outcome 1e: Envision a more equitable and just society.
- Goal 2: Understand the interconnections between the local and the global.
- Learning Outcome 2a: Map how local and global acts are mutually implicated.
- Learning Outcome 2b: Evaluate phenomena as expressions of the global and the local.
- Goal 3: Work and learn compassionately and collaboratively.
- Learning Outcome 3a: Interrogate the detrimental uses of difference to uphold dominance.
- Goal 4: Recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.
- Learning Outcome 4a: Recognize how the personal is political.
- Learning Outcome 4b: Recognize that feminist social change can be expressed through a variety of mediums.
- Learning Outcome 4c: Articulate the many modes of the political.
- Learning Outcome 4d: Design feminist interventions that create a more just and equitable world.

**Content Topic List**

- Union struggles
- Military
- Revolutions
- Insurgences
- Terrorism
- War
- Genocide
- Sex violence
- Peace building
- Truth commission
- Human rights
- Repopulation
- Demobilization
- Refugees
- Diplomacy
- Economic struggle
- Labor exploitation
- Slavery
- Immigration

**Sought Concurrence**

No

**Attachments**

- WGSST 3302 AU20 DL.docx: DL Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- 3302 Rakowski Syllabus (SP14).doc: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 3302 ASC Tech Review.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

- In person syllabus provided was utilized before name change was approved in AU19. *(by Stotlar, Jacqueline Nicole on 01/07/2021 04:02 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 04:02 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 04:54 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 05:10 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 05:10 PM	ASCCAO Approval

**WGSST 3302: Gender, War & Peace – ONLINE**  
Department of Women's, Gender and Sexuality Studies  
Autumn 2020

**Instructor:** Lesia Pagulich

**Email:** [pagulich.1@osu.edu](mailto:pagulich.1@osu.edu) Email is the best way to reach me

**Office Hours:** Monday 12 pm – 2 pm (online), and other days by appointment.  
Office Hours mean that I will be available online during certain time period to talk or chat through e-mail or Zoom.

**Course Description**

This course explores war as a gendered phenomenon reliant on socially constructed norms of masculinity and femininity. Feminist scholars have demonstrated the multiple and complex ways that gender norms are implicit to the processes of war, militarism, and peace and examined gender as a system of power that is both instrumental in, and constituted by, militarism and armed conflict. The course offers feminist perspectives on the gendered dynamics of militarism, the ways in which constructs of masculinity and femininity are mobilized for supporting war and militarism, sexual violence as a tactic of war, gender-specific experiences during wars, organizing for peace and post-conflict processes. The course pays attention to the ways gender, sexuality, ethnicity, race, class, and dis/ability intersect in shaping people's lives and informing debates on war and peace.

**Accessibility policies and services**

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

### Course goals:

- To become familiar with feminist perspectives on gender, conflict, peace, and militarism; be able to critically examine issues related to war and peacebuilding from a gender perspective.
- To understand feminist critiques of militarization and related power dynamics.
- To develop a critical understanding of how armed conflicts are gendered experiences; how militarization, security, conflict, and peacebuilding are gendered in the personal and public spheres.
- To recognize the importance of how issues of imperialism, militarism, war, (im)migration, poverty, and gender interact in the U.S. and transnational contexts.
- To demonstrate conceptual understanding of the intersections among oppressions, including sexism, racism, colonialism, imperialism, homophobia, and transphobia.
- To recognize the importance of gender, sexuality, race, and nationality in shaping and organizing social norms and institutions in the U.S. and across the world.
- To demonstrate critical thinking skills and use appropriate evidence to develop a strong argument.

### Class Cancellation Policy

Because this is an exclusively online course, if the university cancels class for any reason during our course, including for inclement weather, you will still be expected to complete the readings/assignments/submissions on the assigned due date posted on this syllabus.

### Required course materials:

- All course readings are posted on Carmen Canvas under “Files” or online.
- **Assigned Films & Videos:**

Videos and films will be available through YouTube link or Kanopy. The links are provided in the Course Schedule. For the videos on Kanopy, you should follow the link and log in with your OSU User Name and Password.

### Kanopy Accessibility Statement:

<https://help.kanopystreaming.com/hc/en-us/articles/210691557-Kanopy-s-position-on-accessibility>

### YouTube accessibility statement

Using YouTube with a screen reader

[https://support.google.com/youtube/answer/189278?hl=en&ref\\_topic=6091042](https://support.google.com/youtube/answer/189278?hl=en&ref_topic=6091042)

This following information will be helpful for people using screen readers as it explains the steps for using YouTube with screen readers. A screen reader is a software application that identifies and interprets what is being displayed on the computer screen. The experience of using YouTube may not be same with all screen readers due to inconsistency of support of technology by the various screen readers.

Manage caption settings

[https://support.google.com/youtube/answer/100078?hl=en&ref\\_topic=6091042](https://support.google.com/youtube/answer/100078?hl=en&ref_topic=6091042)

Captions are available on videos where the owner has added them and on some videos where YouTube automatically provides them. You can change the default settings for captions on your computer or mobile device.

#### **Explicit Content Notice**

Please be aware that some of the media that we screen as part of this course may be rated R and NC 17 by the MPAA due to adult language, themes, and sexual content.

### **Course Technology:**

All of your participation in this course will be through our class CARMEN Canvas site. Because **this class is entirely online**, you will need:

Baseline technical skills necessary for online courses

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

Required equipment

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

Required software

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

Carmen access:

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

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

See the [Keep Learning website](#) for advice and resources for accessing the internet if you experience difficulty with connectivity at home.

## Course design:

**Mode of delivery:** This is an asynchronous class. 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 every Monday by 10 am, if not earlier. Our **workweek begins on Mondays at 10 am and ends on Sundays at 11:59 pm.**

**Weekly modules:** Models accumulate the following learning activities: lectures, presentations, readings, videos, other materials, and weekly assignments. **All the readings for the course will be available at the beginning of the course.** You are responsible for completing all learning activities during our workweek, while meeting the deadlines in the Course Schedule and following ALL course policies listed in syllabus.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online participation. **You are expected to log in to the course in Carmen every week at least two times per week. Each week you will post at least one time as a part of our substantive class discussion on the week's topics.**

## Structure of the Carmen course

On the Carmen course toolbar, you can find the main sections that will be used for our daily communication:

- *Files* – contains the readings for the course and the syllabus with the instructions for the assignments.

- *Discussions* – forum for weekly discussion posts: introduction post, weekly posts and comments.
- *Assignments* – contains tools to upload ruminations, midterm, and a final paper, as well as descriptions of the all course assignments.
- *Quizzes* – contains the syllabus quiz (not timed quiz).
- *Announcements* – every week I will use the “Announcements” section for introductory posts for each week where you will find the to do list and some comments about the particular workweek.
- *Modules* – includes the lectures, files, links, pages, assignments, etc. that are necessary for each week.

\*Please carefully navigate all the sections on Carmen and read instructions in each section!

### Assignments:

- **Syllabus Quiz** (3 points) – due by August 30, Sunday 11:59 pm
- **Introduction post** (3 points) – due by August 30, Sunday 11:59 pm
- **Ruminations** (8 points each; 4 ruminations x 8 = 32 points total) – due on Sundays by 11:59 pm, during weeks 2, 3, 4, and 5:
  - Rumination #1 due September 6, 11:59 pm;
  - Rumination #2 due September 13, 11:59 pm;
  - Rumination #3 due September 20, 11:59 pm;
  - Rumination #4 due September 27, 11:59 pm.

During weeks 2, 3, 4, and 5, students should submit their ruminations. During these four weeks I will be posting specific questions to the assigned readings in the toolbar’s section “Assignments” – “Ruminations” - “Rumination Week #.” For these weeks, you will respond to the questions for each week in a text entry box. Your rumination should be at least **400 words**. You should complete **FOUR ruminations** over the course of the semester.

In your rumination, you should: reply to my questions for the week and support your answer by citing at least two readings (NOT videos) assigned for the week (see the assigned readings in the syllabus).

- **MIDTERM:** (14 points) – due October 18, Sunday 11:59 pm

The midterm assignment will evaluate your mastery of key concepts, theories, and ideas explored throughout the first half of the semester. Students will receive further information regarding this assignment in a separate document.

- **Discussion Leading Post** (10 points) - due Wednesdays by 11:59 pm (starting from week 6). Please note that for week 12 discussion leading posts are due Thursday, Nov 12. Each student should complete **ONE discussion leading post over the course of the semester.**

Each student has to sign up for a discussion leading post for a particular week – sign up on Carmen by September 6, 11:59 pm. I will create a form for students to sign up.

Starting from week six, 4-5 students will be responsible for writing discussion leading posts, which will function as “discussion starters” for each week. This assignment is intended to accompany you through the course readings and encourage discussion about the ideas we find in the texts. Posts should be posted in the toolbar’s section “Discussions” – “week # - Discussion Leading Posts and Comments.” Post should be between **450-600 words.**

During the weeks when you are not responsible for a discussion leading post, you must respond to any of your classmates’ discussion leading post with a comment.

A discussion leading post should provide a critical analysis of the reading/s and other material for that particular week. Include your interpretation of the reading/s in the context of the course material. A discussion leading post should grapple with a particular question, problem, or paradigm present in the assigned reading/s. You should highlight an issue that seems central to you in the week’s readings and identify question/s that provoke thoughts or remain confusing to you. You should address a specific reading or readings assigned for the week (include substantial reference to the reading/s). I encourage you to draw connections between the week’s readings and videos in a way that will help us dig into the course material and expand class discussion. **In your post, you should pose a specific question/questions for the class.**

- **Comments on Discussion Leading Posts** (5 points each; 4 comments x 5 = 20 points total) - due every Sunday by 11:59 pm (starting from week 6)

Each student must respond to a classmates’ discussion leading post with a comment. You should post your comment as a reply to the particular discussion leading post in the toolbar’s section “Discussions” – “week # - Discussion Posts and Comments.” Each student should complete **FOUR comments (one comment per week)** over the course of the semester. In your comment, you should address particular ideas and questions raised in the discussion leading post, supporting your comment with the readings and other course material. You must **cite at least one reading**

**assigned for that week** (see the assigned readings in the syllabus). You can also bring in relevant examples (embed the example, provide links in your comment) in an effort to expand our conversations. Your comment should be **between 250-400 words**.

- **Final Paper** (18 points) - due Tuesday, December 8 at 11:59 pm.  
Your final project will be a 3-4 page research paper. For your final project, you will choose among the following topics to write about: an example of post-conflict reconstruction; anti-war or peace protest, action, practice, movement, organization or policy; policy or action related to peacebuilding or transitional justice. I will provide further details as the date approaches. You will upload your final paper through the toolbar’s section “Assignments” on Carmen.

**Grades:**

This course is graded using the OSU standard grading scheme:

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

Assignment or category	Points
Syllabus Quiz	3
Introduction Post	3
Four Ruminations	32
One Discussion Leading Post	10
Four Comments on Discussion Leading Posts	20
Midterm	14
Final Paper	18
<b>Total</b>	<b>100</b>

**Late assignments:**

You are required to submit ALL assignments by the published deadline. Assignments that are posted late will NOT be graded and will automatically receive a zero unless confirmed by me prior to the due date. Deadlines listed in the Course Schedule are Eastern Standard Time.

**Course policies**

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

### **Faculty feedback and response time**

- For all assignments, you can generally expect feedback within **7-10 days**.
- I will reply to e-mails within **24 hours on school days**.
- Please check your email daily and reply to emails within 24 hours. When emailing me, **INCLUDE WGSST 3302 ONLINE** in the subject line. Email is the best way to contact me.

### **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:** You should remember to write using good grammar, spelling, and punctuation.
- **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 them into the Carmen discussion.

### **Email Etiquette**

Emails should always include a subject, a greeting and a signature. When writing to me, please open with a salutation (Dear Lesia, Hello Lesia, etc.) and end with a closing statement (Sincerely, Best, etc.). No social media acronyms! Part of your college education involves knowing how to communicate in a professional manner with your teachers and/or peers.

### **Time Management**

Research indicates that distance education courses require self-disciplined time management skills and that web-based courses require a greater time commitment from students than traditionally structured courses. The university expects that students will spend 3 hours per course credit on a class, including time in class. Because you're not having a lot of "time in class," our class will be more reading and writing based. Therefore, do not underestimate the time commitment that you will have to make to be successful in this class. In addition, it is important

to recognize that you may need to be more self-motivated to keep up with the reading and completing assignments, since you will not have the pressures of face-to-face class sessions to motivate you to complete the work.

### **Copyright disclaimer**

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

### **Trigger warning**

Some contents of this course involve texts or media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (taking a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Mandatory Reporter Statement**

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

**Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](http://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

### **Ohio State's academic integrity policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

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

### Student Academic Services (Buckeye Link)

<p><b>CONTACT</b>          Email: buckeyelink@osu.edu          Phone: 614-292-0300          Toll-free: 800-678-6440          Fax: 614-292-5587  <a href="http://ssc.osu.edu">http://ssc.osu.edu</a></p>	<p><b>WALK IN</b>          Student Academic Services Bldg., Lobby          281 W. Lane Ave.          Monday–Thursday: 9 a.m. to 5 p.m.          Friday: 9 a.m. to 4 p.m.</p>
---	--

The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.

### COURSE SCHEDULE

\* See weekly modules on Carmen for the lectures and presentations.

Topics	Readings/ Videos	Activity/ Assignments
<p><b>Week 1 (Aug 25-30)</b></p> <p>Course Introduction</p>	<p>Course syllabus, assignments instructions and other guidelines</p> <p><b>Read</b></p> <p>1. Davis, Angela Y. (2008). "A Vocabulary for Feminist Praxis: on War and Radical Critique." In <i>Feminism and War</i>, pp. 19-26 (CARMEN)</p> <p>2. Enloe, Cynthia (2008). "Feminism and War: Stopping Militarizers, Critiquing Power." In <i>Feminism and War</i>, pp. 258-263. (CARMEN)</p> <p><b>Watch</b></p> <p>3. Reese, Madeleine. 2016. "<a href="#">Gender, War and Peace</a>," TEDx Talk on YouTube, 13:44 min.</p>	<p>Complete <b>syllabus quiz</b> by August 30, Sunday, 11:59 pm.</p> <p>Write an <b>introduction post</b> by August 30, Sunday, 11:59 pm.</p> <p><b>Sign up for a Discussion Leading Post</b> by September 6, Sunday, 11:59 pm</p>
<p><b>Week 2 (Aug 31 – Sept 6)</b></p> <p>Introduction, part 2</p>	<p><b>Read</b></p> <p>1. Khalid, Maryam (2015). "Feminist Perspectives on Militarism and War: Critiques, Contradictions, and Collusions." In <i>The Oxford Handbook of Transnational Feminist Movements</i>, pp. 632-650. (CARMEN)</p> <p>2. Rooney, Eilish (2018). "Intersectionality. Working in Conflict." In <i>The Oxford Handbook</i></p>	<p>Submit a <b>Rumination</b> by September 6, Sunday 11:59 pm</p> <p><b>Sign up for a Discussion Leading Post</b> by September 6, Sunday, 11:59 pm</p>

	<p><i>of Gender and Conflict</i>, pp. 328-338. (CARMEN)</p> <p>3. Young, Iris Marion (2003). "The Logic of Masculinist Protection: Reflections on the Current Security State." <i>Signs</i>, 29 (1): 1-25. (CARMEN)</p> <p><b>Watch</b></p> <p>4. Global Fund for Women (2010). "<a href="#">What is Militarism?</a>" YouTube, 3:47 min.</p> <p>5. Rodríguez, Clemencia (2017). "<a href="#">Media, War and Peacebuilding</a>," watch the first 49 minutes of the lecture, YouTube.</p>	
<p><b>Week 3</b> (Sept 8-13)</p> <p>Legacies of Colonialism</p>	<p><b>Read</b></p> <p>1. Mama, Amina (2018). "Colonialism." In <i>The Oxford Handbook of Gender and Conflict</i>, pp. 265-273. (CARMEN)</p> <p>2. Driskill, Qwo-Li (2016). "The Queer Lady of Cofitachequi and Other ASEGI Routes." In <i>Asegi Stories: Cherokee Queer and Two-Spirit Memory</i>, pp.39-100. (CARMEN)</p> <p>3. Rodríguez-Williams, Habló (2017). "<a href="#">Why Militarization Against Melanin Should Matter To Trans People.</a>" + <b>WATCH</b> the video in the article: "<a href="#">'Black Trans Bodies Are Under Attack': Activist CeCe McDonald, Actress Laverne Cox Speak Out,</a>" YouTube, 10:23 min.</p>	<p>Submit a <b>Rumination</b> by September 13, Sunday 11:59 pm</p>
<p><b>Week 4</b> (Sept 14-20)</p> <p>Militarism and Cold War Legacies</p>	<p><b>Read</b></p> <p>1. Nguyen, Mimi Thi (2012). "Grace, the Gift of the Girl in the Photograph." In <i>The Gift of Freedom: War, Debt, and Other Refugee Passages</i>, pp. 103-132. (CARMEN)</p> <p>2. Atanasoski, Neda (2013). "Restoring National Faith. The Soviet-Afghan War in U.S. Media and Politics." In <i>Humanitarian Violence:</i></p>	<p>Submit a <b>Rumination</b> by September 20, Sunday 11:59 pm</p>

	<p><i>The U.S. Deployment of Diversity</i>, pp. 102-127. (CARMEN)</p> <p><b>Watch</b> 3. Documentary <a href="#">Target: St. Louis: Environmental Racism During the Cold War</a>, 2018, 68 min. Available on Kanopy.</p>	
<p><b>Week 5</b> (Sept 21-27)</p> <p>Securitization and the War on Terror</p>	<p><b>Read</b> 1. Khalili, Laleh (2011). "Gendered Practices of Counterinsurgency." <i>Review of International Studies</i>, 37 (4): 1471-1491. (CARMEN)</p> <p>2. Tadiar, Neferti (2006). "The War to Be Human/ Becoming Human in a Time of War." In <i>Color of Violence</i>, pp. 92-96. (CARMEN)</p> <p>3. Ritchie, Andrea J. (2006). "Law Enforcement Violence Against Women of Color." In <i>Color of Violence</i>, pp. 138-156. (CARMEN)</p> <p><b>Watch</b> 4. Kumar, Deepa (2017). "<a href="#">Constructing the Terrorist Threat</a>," 56 min. Available on Kanopy.</p> <p>5. Democracy Now (2018). "<a href="#">When They Call You a Terrorist: The Life of Black Lives Matter Co-Founder Patrisse Khan-Cullors</a>," YouTube, 35:40 min.</p>	<p>Submit a <b>Rumination</b> by September 27, Sunday 11:59 pm</p>
<p><b>Week 6</b> (Sept 28 – Oct 4)</p> <p>Biopolitics of Militarism and Technologies of War</p>	<p><b>Read</b> 1. Puar, Jasbir K. (2015). "The 'Right' to Maim: Disablement and Inhumanist Biopolitics in Palestine." <i>borderlands</i>, 14 (1): 1-27. (CARMEN)</p> <p>2. Enloe, Cynthia H. 2000. "When Soldiers Rape from Maneuvers: The International Politics of Militarizing Women's Lives." In <i>Feminist Theory: A Reader</i>, pp. 508-515. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by September 30, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by October 4, Sunday 11:59 pm (for all students who are not</p>

	<p>3. Via, Sandra. 2010. "Gender, Militarism, and Globalization: Soldiers for Hire and Hegemonic Masculinities." In <i>Gender, War, and Militarism</i>, pp. 42-53. (CARMEN)</p> <p>4. Malik, Inshah (2019). "Militarism, Occupation and the New Women's Resistance." In <i>Muslim Women, Agency and Resistance Politics: The Case of Kashmir</i>, pp. 87-113. (CARMEN)</p> <p><b>Watch</b></p> <p>5. Barnard Center for Research on Women (2018). "<a href="#">Queer Anti-Militarism Townhall: Trans Liberation Not U.S. Invasion</a>," featuring Micha Cárdenas, Soya Jung, Nikkita Oliver, Matt Remle, Dean Spade, and Mattilda Bernstein Sycamore, YouTube, 88 min.</p>	<p>doing a discussion leading post this week).</p>
<p><b>Week 7 (Oct 5-11)</b></p> <p><b>Militarized Law Enforcement and State Violence against Women of Color</b></p>	<p><b>Read</b></p> <p>1. Falcón, Sylvanna (2006). "National Security and the Violation of Women: Militarized Border Rape at the U.S.-Mexico Border." In <i>Color of Violence</i>, pp. 119-129. (CARMEN)</p> <p>2. Fregoso, Rosa Linda (2006). "The Complexities of 'Femicide' on the Border." In <i>Color of Violence</i>, pp. 130-134. (CARMEN)</p> <p>3. Saucedo, Renee (2006). "INS Raids and How Immigrant Women Are Fighting Back." In <i>Color of Violence</i>, pp. 135-137. (CARMEN)</p> <p>4. Levin, Sam (2016). "<a href="#">At Standing Rock, Women Lead Fight in Face of Mace, Arrests and Strip Searches</a>," + <b>WATCH</b> the video in the article: "<a href="#">Dakota Access: Women on Frontlines Tell of Violent Arrests and Police Abuse</a>," 8:35 min.</p> <p><b>Watch</b></p>	<p>Post a <b>Discussion Leading Post</b> by October 7, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by October 11, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>

	<p>5. Documentary <a href="#">When the Mountains Tremble. War and Revolution in Guatemala</a>, 1983, 84 min. Available on Kanopy.</p>	
<p><b>Week 8 (Oct 12-18) Midterm week.</b>  <b>MIDTERM DUE October 18, Sunday 11:59 pm.</b></p>		
<p><b>Week 9 (Oct 19-25)</b></p> <p>“Systematic wartime rape” – the making of an international feminist concept</p>	<p><b>Read</b></p> <p>1. Engle, Karen (2018). “A Genealogy of the Centrality of Sexual Violence to Gender and Conflict.” In <i>The Oxford Handbook of Gender and Conflict</i>, pp. 132-144. (CARMEN)</p> <p>2. Atanasoski, Neda (2013). “The Feminist Politics of Secular Redemption at the International Criminal Tribunal for the Former Yugoslavia.” In <i>Humanitarian Violence: The U.S. Deployment of Diversity</i>, pp. 166-199. (CARMEN)</p> <p>3. Amar, Paul (2013). “Feminist insurrections and the Egyptian revolution.” In <i>The Security Archipelago: Human-Security States, Sexuality Politics, and the End of Neoliberalism</i>, pp. 200-233. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by October 21, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates’ Discussion Leading Posts with a <b>Comment</b> by October 25, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>Week 10 (Oct 26 – Nov 1)</b></p> <p>Militarism, Confinement, Punishment, and Globalization</p>	<p><b>Read</b></p> <p>1. Sudbury, Julia (2004). “A World without Prisons: Resisting Militarism, Globalized Punishment, and Empire.” <i>Social Justice</i>, 31 (1-2): 9-30. (CARMEN)</p> <p>2. Nusair, Isis (2008). “Gendered, racialized, and sexualized torture at Abu Ghraib.” In <i>Feminism and War</i>, pp. 179-191. (CARMEN)</p> <p><b>Watch</b></p> <p>3. Khalili, Laleh (2019). “<a href="#">The Colonial Pasts and Violent Present of Confinement in Counterinsurgencies</a>,” YouTube, 78 min.</p>	<p>Post a <b>Discussion Leading Post</b> by October 28, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates’ Discussion Leading Posts with a <b>Comment</b> by November 1, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>

<p><b>Week 11</b> (Nov 2-8)</p> <p>Refugee Condition and Securitization of Borders</p>	<p><b>Read</b></p> <p>1. Schmidt, Leigh Anne and Stephanie Buechler (2017). “‘I risk everything because I have already lost everything’: Central American Female Migrants Speak Out on the Migrant Trail in Oaxaca, Mexico,” <i>Journal of Latin American Geography</i>, 16 (1): 139-164. (CARMEN)</p> <p>2. Braun, Katherine and Simona Pagano (2018). “Violence against Migrant Women: Evidencing the Matrix of Colonial Power. An Interview with Ursula Santa Cruz,” <i>movements</i>, 4 (1): 181-190. (CARMEN)</p> <p>3. Freedman, Jane, Zeynep Kivilcim and Nurcan Özgür Baklaciođlu (2017). “Gender, Migration and Exile.” In <i>A Gendered Approach to the Syrian Refugee Crisis</i>, pp. 1-13. (CARMEN)</p> <p>4. Nurcan Özgür Baklaciođlu (2017). “The Violence of Tolerated Temporality: Syrian Women Refugees on the Outskirts of Istanbul.” In <i>A Gendered Approach to the Syrian Refugee Crisis</i>, pp. 42-56. (CARMEN)</p> <p><b>Watch</b></p> <p>5. AJ+ (2018). “<a href="#">How U.S. Involvement in Central America Led to a Border Crisis</a>,” YouTube, 12:35 min.</p> <p>6. Documentary <a href="#">Resistance Is Life. Life in a Syrian Refugee Camp</a>, 2017, 73 min. Available on Kanopy.</p>	<p>Post a <b>Discussion Leading Post</b> by November 4, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates’ Discussion Leading Posts with a <b>Comment</b> by November 8, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>Week 12</b> (Nov 9-15)</p> <p>Displacement and Exile</p>	<p><b>Read</b></p> <p>1. Hovil, Lucy (2018). “Conflict, Displacement, and Refugees.” In <i>The Oxford Handbook of Gender and Conflict</i>, pp. 276-286. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by November 12, Thursday, 11:59 pm (for those who signed up for this week).</p>

	<p>2. Al-Adeeb, Dena (2006). "Reflections in a Time of War. A Letter to My Sisters." In <i>Color of Violence</i>, pp. 113-117. (CARMEN)</p> <p>3. Ball, Anna (2012). "Imagining the Transnational Feminist Community." In <i>Palestinian Literature and Film in Postcolonial Feminist Perspective</i>, pp. 131-156. (CARMEN)</p> <p><b>Watch</b></p> <p>4. Documentary <a href="#">Soraida, a Woman of Palestine</a>, 2004, 120 min.</p>	<p>Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by November 15, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week)</p>
<p><b>Week 13</b> (Nov 16-22)</p> <p>The Politics of Peacebuilding and Demilitarization</p>	<p><b>Read</b></p> <p>1. Enloe, Cynthia (2017). "Syrian Women Resist Peace Table Patriarchy." In <i>The Big Push: Exposing and Challenging the Persistence of Patriarchy</i>, pp. 24-47. (CARMEN)</p> <p>2. Otto, Dianne (2018). "Women, Peace, and Security: A Critical Analysis of the Security Council's Vision." In <i>The Oxford Handbook of Gender and Conflict</i>, pp. 105-118. (CARMEN)</p> <p>3. Zerai, Assata and Zakia Salime (2006). "A Black Feminist Analysis of Responses to War, Racism, and Repression." <i>Critical Sociology</i>, 32 (2-3): 501-24. (CARMEN)</p> <p>4. Spade, Dean and Craig Willse (2014). "Sex, Gender, and War in an Age of Multicultural Imperialism." <i>QED: A Journal in GLBTQ Worldmaking</i>, 1 (1): 5-29. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by November 18, Wednesday, 11:59 pm (for those who signed up for this week).</p> <p>Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by November 22, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>Week 14</b> (Nov 23-29) <b>Break</b></p>		
<p><b>Week 15</b> (Nov 30 – Dec 6) <b>Work on final paper</b></p>		
<p><b>FINAL due Tuesday, December 8 at 11:59 pm.</b></p>		

\*I reserve the right to make timely changes to the syllabus through the semester. Students will be made aware of such changes via electronic communication and the changes will automatically become part of the course syllabus.

#### Student Academic Resources and Services:

##### ❖ ACADEMIC ADVISING AT OHIO STATE

<http://advising.osu.edu/welcome.shtml>

Undergraduate academic advising at Ohio State (Columbus campus) is provided by the colleges and/or the departments that offer the programs—the degree(s), the major(s), the minor(s)—a student is pursuing. Academic advisors are professional staff members who are trained to help undergraduate students navigate the complexities of the University, the academic curriculum in your major, and serve as a resource for you during your time as a student. You can expect your advisor to provide accurate, helpful information in regard to degree planning and curriculum requirements, refer you to appropriate University resources when necessary, and help you understand your role and responsibilities as an undergraduate student at The Ohio State University. Advisors can help plan your academic journey, navigate policies and requirements, identify internships and careers and more.

Since there is not a central advising office at Ohio State's Columbus campus, you will need to select the college(s), school(s), and/or program(s) you are interested in to **schedule an advising appointment**, learn how to **declare a major**, have **transfer credit evaluated**, **apply to graduate**, and more ([http://advising.osu.edu/colleges\\_schools\\_programs.shtml](http://advising.osu.edu/colleges_schools_programs.shtml)).

##### ❖ OSU STUDENT ADVOCACY CENTER

Phone: 614-292-1111

<http://advocacy.osu.edu/>

Helps students navigate campus policies and connect them to important resources if they are facing an academic, financial, health, or personal crisis.

##### ❖ OSU COUNSELING & CONSULTATION SERVICES

Phone: 614-292-5766

<http://www.ccs.ohio-state.edu/>

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatry, nutritional counseling, couple's counseling, outreach and workshops, crisis support and debriefing, and community referrals.

##### ❖ OSU WRITING CENTER

Phone: 614-688-5633

E-mail: [cstw@osu.edu](mailto:cstw@osu.edu)  
<http://cstw.osu.edu/writing-center>

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During sessions, consultants can work on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials.

❖ **OSU DENNIS LEARNING CENTER**

Phone: **614-688-4011**  
<http://dennislearningcenter.osu.edu>

Provide assistance in areas that include motivation, academic stress, procrastination, study skills, time management, test taking, learning from text, note taking, and self-regulation.

❖ **Ohio State Suicide Prevention**

Phone: **614-688-5829**  
<http://suicideprevention.osu.edu/>

**24-Hour available (services are free and confidential):**

Suicide Prevention Services **614-221-5445**  
National Suicide Prevention Lifeline **800-273-8255**

Ohio State Suicide Prevention is a free resource. Its REACH training program is a short, easy and free program available to all Ohio State affiliated organizations, units, departments and individuals upon request.

❖ **Student Academic Services (Buckeye Link)**

CONTACT  
Email: [buckeyelink@osu.edu](mailto:buckeyelink@osu.edu)  
Phone: 614-292-0300  
Toll-free: 800-678-6440  
Fax: 614-292-5587  
<http://ssc.osu.edu>

WALK IN

Student Academic Services Bldg., Lobby  
281 W. Lane Ave.  
Monday–Thursday: 9 a.m. to 5 p.m.  
Friday: 9 a.m. to 4 p.m.

The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.

In this building: Enrollment Services; International Undergraduate Admissions; Office of Graduate and

Professional Admissions; Office of Military & Veterans Services; Office of Student Financial Aid; Office of Testing; Office of the University Bursar; Office of the University Registrar; Office of the Vice President of Strategic Enrollment Management & Enrollment Services; Student Service Center; Undergraduate Admissions.

# WGSST 3302 ENGENDERING PEACE AND CONFLICT

Spring 2014

Instructor: Cathy A. Rakowski  
[Rakowski.1@osu.edu](mailto:Rakowski.1@osu.edu)  
292-6447  
Office hours T 3-4 or by appointment  
414C Kottman Hall

TTh 12:45-2:05 pm  
105 Scott Lab

Special Needs Students with special needs should contact the Office for Disability Services, 150 Pomerene Hall, 292-3307 and inform the instructor directly of their needs. The office will work with the instructor to accommodate your needs. Visit the web page at <http://www.ods.ohio-state.edu/>

## INTRODUCTION:

This course uses an inter-disciplinary feminist approach to interrogate and analyze the intersection of gender with terrorism, militarization, refugees and displaced persons, peacekeeping and post-conflict peace building, militarization, human rights issues, and feminist debates over pacifism and militarism. We will use a variety of sources, including books, journal articles and book chapters, films, and internet sources.

## COURSE OBJECTIVES:

Upon successful completion of this course, students will have acquired a basic understanding of the following:

- Feminist perspectives on gender, conflict, peace, militarism, and human rights
- Differences in women's and men's roles as combatants, victims, survivors, peacekeepers, and activists
- Feminist critiques of militarization

## TEXTS:

**Required:** (there are used and discount copies readily available online; order soon as delivery can take as long as 3 weeks)

Karen Kampwirth. *Feminism and the Legacy of Revolution: Nicaragua, El Salvador, Chiapas*. Ohio University Press, 2004 (1 copy on reserve at Main Library)

Joya, Malalai. *A Woman among Warlords*. Scribner, 2009.

## Required Films:

I will assign several films for you to view outside of class that we will then discuss in class. They will be posted to our course playlist at the Media Library at <https://drm.osu.edu/> OR will be available to rent online for under \$5 through Amazon Instant Video

**Recommended for those who want more:**

Robin L. Riley, Chandra Talpade Mohanty, Minnie Pratt, eds. *Feminism and War: Confronting U.S. Imperialism*. Zed Book, 2008. 1 copy on reserve

Gbowee, Leymah (Nobel Peace Prize winner). *Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War (Liberia)*. Beast Books, 2011. 1 copy on reserve (this book follows up on the film *Pray the Devil back to Hell* that we will view in class)

**COURSE REQUIREMENTS AND GRADING:**

Students will complete the following:

1. Class attendance, participation, and assignments--**35%** (bringing questions or comments to jump start our discussion, reporting on updates for course issues, preparing written discussion assignments, preparing answers for discussion questions, film synopsis, be prepared to discuss reading materials in class)
2. Exams—**40%**
3. Research paper on a course-relevant topic --**25%**

**CLASS ASSIGNMENTS:** Several times during the semester you may have an assignment.

You may be asked to volunteer to complete an assigned task outside of class, hand in a one-paragraph summary of the result of your assignment AND be ready to report the result in class or during a group discussion. There are days for which we have "discussion questions" that we will use in class. There also are days when you are asked to bring and hand in a sheet of paper on which you have written a short comment or questions on the day's readings or an assigned question. This is a "discussion assignment".

**EXAMS:** There will be 2 in-class exams made up of short answers and short essays. A study guide will be provided the week before each exam.

**FINAL PAPER:** Papers should be based on information from scholarly sources (books, book chapters, journal articles) and may include "popular sources" (news items, journalistic essays in magazines or newspapers, internet\_research). You also may use materials obtained from a governmental or nongovernmental organization that is involved in addressing the issue you are researching.

Final papers should be 1½ spaced or double spaced and about 1400 words in length (similar lengths guarantee fairness and facilitate grading). I suggest margins of 1-inch on all sides and use of a standard sized font such as Times Roman 11.

Every paper should have a title. Papers must include a complete list of all references and sources. You may include appendices (for instance, news clippings, organizational brochure, etc.). Correct spelling and grammar is a must! Choose a recognized style to use for formatting references and be consistent. On the internet you can find information on the Chicago style, MLA style, ASR style, etc. Internet source references must include the link, the name of the site, the date visited, and—if relevant—author and title of an article downloaded from the site consulted. If the article downloaded is actually a journal article, book chapter, or conference paper, then format it accordingly and just provide the link where you found it at the end of the reference. In paper citations should appear as Author/s + year of publication + page numbers (the latter only if you are quoting a phrase or section verbatim).

All papers should "flow" logically from beginning to end. You will be graded on clarity of exposition; thoughtfulness/insightfulness; relevance to course issues; use of ideas from course materials; appropriate use of scholarly sources, organizational materials, news and journalistic materials, films, and internet

sources; and creativity. It will help you, the author, and me, the reader, if you state your objectives (problem you are writing about, points you want to make) early in the paper.

#### **UNIVERSITY/DEPARTMENTAL POLICIES:**

##### Cheating and plagiarism

Any student suspected of cheating on an exam or plagiarizing written work will be referred to the pertinent university authorities. The university policy for confirmed plagiarism or cheating on any assignment/test is a failing grade in the course.

##### Classroom Conduct

Some of the topics/issues that we will discuss are contentious and provoke strong emotions. The classroom should be an intellectual space governed by mutual respect and constructive criticism. Civility and differing opinions are essential to our collective learning. Personalized attacks based on differing opinions are not acceptable (have no place in class or outside).

#### **COURSE POLICIES:**

##### Avoiding Orientalism

We will strive to be "World Travelers" and to avoid "Orientalism." World traveling allows us to maintain our values and value judgments regarding specific issues and behaviors; but we agree to set aside our values/judgments in order to better understand a perspective held by someone else. Orientalism refers to the tendency to focus on what is most exotic or different about another person or culture. We will attempt, as part of our world traveling, to seek out similarities in order to empathize with those we read about.

##### If you need help

If you are disturbed by course materials, please tell me so that I can help you. I know that some readings and films are very graphic and provoke strong emotions in viewers, myself included.

SNOW DAYS: If we have a snow day, we may need to make up missed classes. We will vote on when to do this, which may include the time slot allocated to us for a final exam (since we will not have a final exam).

### **SEMESTER SCHEDULE**

@ means it is posted to Carmen content page

LIB means it is on reserve at the Main Library

Journal articles can be downloaded through the library's Online Journal service

#### **Week 1 Introduction**

##### **CHOOSING THE TOPIC FOR WEEK 7**

##### **Tuesday Jan 7 Warming up**

Hand in your student information sheet. Today we will discuss the organization and goals of the course, what I bring to the course, what you bring to the course, and both our expectations for the course. We also will discuss "world travelling" as a strategy for understanding people from cultures different than your own. So read the following before coming to class:

**Shared reading:**

Runyan, Anne Sisson. "World-traveling feminisms in an era of global restructuring." PP. 66-85 in M.A. Tetreault and R. L. Teske, eds. *Partial Truths and the Politics of Community*. Univ. of South Carolina Press, 2003. @

Excerpt from Chilla Bulbeck. *Re-orienting Western Feminisms*. Cambridge University Press, 1998. Pp. 84-85, 211-216. @

**Optional:**

Sylvester, Christine. Read excerpt on "world traveling" from pp. 945-49 taken from "African and Western Feminisms: World-traveling, the tendencies and possibilities." *SIGNS* 20, 4, 1995:941-69.

**Thursday Jan 9 Feminist Perspectives on Gender, War, and Peace**

**Shared readings:**

Carter, "Should women be soldiers or pacifists?" Chapter 4 (pp. 33-37) in L.A. Lorentzen and J. Turpin, eds. *The Women and War Reader*. NYU Press, 1998. @

D'Amico, Francine. "Feminist perspectives on women warriors." Pp. 119-125 in L.A. Lorentzen and J. Turpin, eds. *The Women and War Reader*. NYU Press, 1998. @

**Optional:**

Sjoberg, Laura. "Gendering the empire's soldiers: Gender ideologies, the US military, and the 'War on Terror.'" Pp. 209-18 in L. Sjoberg & S. Via, eds. *Gender, War and Militarism*. Praeger, 2010. @

**Week 2 Perspectives on Women as Actors (or Pawns) in War**

**Tuesday Jan 14**

**Shared readings:**

Peterson, V. Spike and Anne Sisson Runyan. "The politics of resistance: Women as nonstate, antistate, and transstate actors. Chapter 5 (pp. 113-147) in Peterson & Runyan, eds. *Global Gender Issues*. Westview Press, 1993. @

Herrmann, Irene and Daniel Palmieri. "Between Amazons and Sabines: A historical approach to women and war." *International Review of the Red Cross* 92, 877, 2010:19-30.

**Optional:**

Haeri, Medina and Nadine Puechguirbal. "From helplessness to agency: Examining the plurality of women's experiences in armed conflict." *International Review of the Red Cross* 92, 877, 2010: 103-22.

**Thursday Jan 16**

**Shared reading: A "hardline" feminist critique of militarism**

Eisenstein, Zillah. "Resexing militarism for the globe." Pp. 27-46 in R. Riley, C. T. Mohanty, & M. B. Pratt, eds. *Feminism and War: Confronting US Imperialism*. Zed, 2008. @

### **Week 3 Resistance**

#### **Tuesday Jan 21 Women as patriots**

##### **Shared readings:**

Lloyd, Jenna. "War is not healthy for children and other living things." *Environment and Planning D* 27, 2009:403-24.

Gullace, Nicoletta. "White feathers and wounded men: Female patriotism and the memory of the Great War." *Journal of British Studies* 36, 1997:178-206.

Highleyman, Liz. "Peace activism and GLBT rights." *The Gay & Lesbian Review*, September-October 2004:22-25. @

##### **Optional:**

Burgin, Say. "Understanding antiwar activism as gendering activity: "A look at the US's anti-Vietnam War movement." *Journal of International Women's Studies* 13, 6, 2012:18-31

#### **Thursday Jan 23 Questioning the orthodoxy**

##### **Shared readings:**

Zerai, Assata and Zakia Salime. "A black feminist analysis of responses to war, racism, and repression." *Critical Sociology* 32, 2-3, 2006:501-24.

Futrell, Robert and Barbara Brents. "Protest as terrorism? The potential for violent anti-nuclear activism." *American Behavioral Scientist* 46, 6, 2003:745-765.

Gordon, Neve. "The word on terrorism." *The Humanist* July/August 1997:37-38. @

##### **Optional:**

Weinberg, Leonard and William Eubank. "Women's involvement in terrorism." *Gender Issues* 28, 2011:22-49.

Auchter, Jessica. "Gendering terror: Discourses of terrorism and writing woman-as-agent." *International Feminist Journal of Politics* 14, 1, 2012:121-39.

**DISCUSSION Assignment:** What is terrorism? Can we recognize it when we see it? Is one group's "terrorism" another group's "struggle against oppression"? Where do we draw the line. Bring in a sheet of paper with your ideas on the topic and indicate what sources influenced you. We will discuss this in class and you should hand it in at the end of class for credit.

### **Week 4 US women in the military FINALIZE CHOICE OF TOPIC FOR WEEK 7**

#### **Tuesday Jan 28 The Vietnam War**

##### **Shared readings:**

Carlson, M. "Women, the Unknown Soldiers." *The Vietnam Conflict: An academic information portal for education and research.*

[http://www.deanza.edu/faculty/swensson/bestresearch\\_womensoldiers.html](http://www.deanza.edu/faculty/swensson/bestresearch_womensoldiers.html)

Smith, Lorrie. "The subject makes a difference: Poetry by women veterans of the Vietnam War." *Journal of American Culture* 16, 3, 1993:71-79.

Zalin, Grant. "Mobilization of women in Vietnam." *The New Republic*, June 1, 1968:11-13. @

#### Thursday Jan 30 *Military Women in Iraq, Afghanistan & the Persian Gulf*

##### Shared readings:

Holmstedt, Kirsten. *The Girls Come Marching Home: Stories of Women Warriors Returning from the War in Iraq*. Stackpole Books, 2009. "Still in the Fight" pp. 27-55 and "Still I Rise" pp. 81-103. @

Shigematsu, Setsu with Anuradha Kristina Bhagwati, and Eli PaintedCrow. "Women-of-color veterans on war, militarism, and feminism." Pp. 93-102 in Riley, Mohanty and Pratt, eds. *Feminism and War*. Zed, 2008.

**Strongly recommended film: *Lioness*.** 83 min. About the hidden history of women in combat. It can be "rented" and viewed online through Amazon Instant Video for under \$5.00 at <http://www.amazon.com/Lioness-Specialist-Rebecca-Guttormsen-Anastasia/dp/B002ZSOR58> I may show a short segment during class to stimulate discussion.

#### Week 5 *IN THE NEWS: Sexual Assault of US Soldiers by US Soldiers*

##### Tuesday Feb 4

##### **VOLUNTEER FOR/ASSIGN SETS FOR NEXT WEEK**

##### Shared readings:

Belkin, Aaron. "Spam filter: Gay rights and normalization of male-male rape in the US military." *Radical History Review* 100, 2008:180-85.

DelZotto, Augusta and Adam Jones. "Male-on-male sexual violence in wartime: Human rights' last taboo?" Paper presented at Annual Convention of the International Studies Association, March 23-27, 2002. <http://adamjones.freesevers.com/malerape.htm>

Basu, Moni. "Veteran confronts rape, suicide: 'I am angry that others are going through this'." A CNN report. September 21, 2013. <http://www.cnn.com/2013/09/21/us/military-suicide-rape/>

**View the film *The Invisible War* before class.** 97 min. On reserve through Media Library or can be viewed through Amazon Instant Video for under \$5.00 at [http://www.amazon.com/The-Invisible-War-Helen-Benedict/dp/B009G9YCB4/ref=pd\\_sim\\_mov\\_aiv\\_2](http://www.amazon.com/The-Invisible-War-Helen-Benedict/dp/B009G9YCB4/ref=pd_sim_mov_aiv_2) We will discuss the film in both classes this week together with the articles assigned, which address issues addressed in the film

## Thursday Feb 6

### Shared readings:

Zurbriggen, Eileen. "Rape, war, and the socialization of masculinity: Why our refusal to give up war ensures that rape cannot be eradicated." *Psychology of Women Quarterly* 34, 2010:538-49.

### Short journalistic items:

"Military sexual assault epidemic continues to claim victims as Defense Department fails females." *HuffPost World* October 6, 2012. (this one has some stats about trends)  
[http://www.huffingtonpost.com/2012/10/06/military-sexual-assault-defense-department\\_n\\_1834196.html](http://www.huffingtonpost.com/2012/10/06/military-sexual-assault-defense-department_n_1834196.html)

Martin, David. "Rape victims say military labels them 'crazy'." April 14, 2012.  
<http://www.cnn.com/2012/04/14/health/military-sexual-assaults-personality-disorder/>

Speier, Jackie. "Why rapists in military get away with it." A CNN report.  
<http://www.cnn.com/2012/06/21/opinion/speier-military-rape/>

**DISCUSSION Assignment:** Since the film ended, has anything changed regarding how the military handles assault complaints or preventive measures they are taking? Has Congress done anything to address problems? Bring in a sheet of paper with info on what you found and hand it in at end of class (a paragraph will do). Be sure to put your name on any news items that you attach to it. We will discuss this in class.

## Week 6 Gender, Torture, and Suicide Bombers

### Tuesday Feb 11 Torture

#### Shared readings for Set 1: (bring in notes for class discussion and hand in at end of class)

Kelly, Jennifer. "One of the guys: Women as aggressors and torturers: A feminist analysis?" *Anamesa: An Interdisciplinary Journal* 6, 1, 2008:114-31.

Tetrault, Mary Ann. "The sexual politics of Abu Ghraib: Hegemony, spectacle, and the global war on terror." *NWSA Journal* 18, 3, 2006:33-50.

#### Shared readings for Set 2: (bring in notes for class discussion and hand in at end of class)

Buss, Doris. "Rethinking 'rape as a weapon of war'." *Feminist Legal Studies* 17, 2009:145-163.

Hoglund, Anna. "Justice for women in war? Feminist ethics and human rights for women." *Feminist Theology* 11, 3, 2003:346-361.

#### Optional:

Moser, Caroline. "The gendered continuum of violence and conflict." Pp. 30-51 in Caroline Moser & Fiona Clark, eds. *Victims, Perpetrators or Actors?* Zed, 2001. (she proposes a globally applicable framework for analyzing and predicting gendered violence and conflict) @

Nusair, Isis. "Gendered, racialized, and sexualized torture at Abu Ghraib." Pp. 179-93 in Riley, Mohanty, and Pratt, eds. *Feminist and War*. Zed, 2008. @

Henry, Nicola. "The impossibility of bearing witness: Wartime rape and the promise of justice." *Violence Against Women* 16, 10, 2010:1098-1119.

*Movie recommendation that's related to this week's topic:* Check out "Rendition" with Reese Witherspoon, Meryl Streep, and Jake Gyllenhaal about a who was arrested in a US airport and secretly sent to an unnamed Middle Eastern country to be tortured because he was thought to be working with a terrorist group (he wasn't). There are several lawsuits by US and Canadian citizens who were subjected to rendition in this way; this is a human rights violation. It can be rented through Netflix or a variety of other sources online or through a public library

#### Thursday Feb 13 *Suicide Bombers*

##### **Shared readings:**

Miller, Judith. "The bomb under the abaya." *Policy Review* 143, 2007:43-58.

Berko, Anat and Edna Erez. "Gender, Palestinian women, and terrorism: Women's liberation or oppression?" *Studies in Conflict and Terrorism* 30, 2007:493-519.

##### **Optional:**

Von Knop, Katharina. "The female jihad: Al Queda's women." *Studies in Conflict and Terrorism* 30, 2007:397-414. (how women support jihad without becoming bombers)

Richter-Devroe, Sophie. "Here, it's not about conflict resolution—we can only resist': Palestinian women's activism in conflict resolution and non-violent resistance." Pp. 158-90 in Nadje Al-Ali & Nicola Pratt, eds. *Women and War in the Middle East*. Zed, 2009.@

*Movie recommendation that's related to this week's topic:* The film, *Paradise Now*, is about two young men in Palestine who are recruited as suicide bombers. One goes through with it; the other does not.) Film reveals reasons for choices. See this link for a discussion of the film (which is not a documentary): [http://www.nytimes.com/2005/09/06/movies/06para.html?\\_r=0](http://www.nytimes.com/2005/09/06/movies/06para.html?_r=0) It can be rented through Netflix or a variety of other sources online or through a public library

#### **Week 7**

#### Tuesday Feb 18 **YOU CHOOSE THE TOPIC**

Possible topics to choose from: refugees and asylum; children in war (combatants, orphans, refugees); war/genocide against LGBTI people or specific ethnic or religious groups; resettlement post conflict; human rights tribunals and truth commissions; Israeli and Palestinian women collaborating for peace; Iraqi women; other topics?

#### Thursday Feb 20 **Exam 1 today**

## Week 8 Genocide

### Tuesday Feb 25 Genocide

#### Shared readings:

Gebrewold, Belachew "Defining genocide as epistemological violence." *Peace Review* 20, 2008:92-99.

Jones, Adam. "Gendering genocide." Pp. 465-97 in his book *Genocide: A Comprehensive Introduction*. Routledge, 2011. @

Straus, Scott. "Destroy them to save us': Theories of genocide and the logics of political violence." *Terrorism and Political Violence* 24, 2012:544-560.

**DISCUSSION assignment:** Why is gender-based violence a major feature of genocide? Bring in your comments and hand them in at the end of class for credit.

#### Optional:

Patrick, David. "Modelling genocide: Can humanity's greatest scourge be predicted?" *Kaleidoscope* 2, 1, 2008:34-55. You can download the full text at

<https://www.dur.ac.uk/editor.kaleidoscope/index.php/kaleidoscope/article/view/53/53>

Jones, Adam. "Gendercide and genocide." *Journal of Genocide Research* 2, 2, 2000:185-211.

[http://www.gendercide.org/gendercide\\_and\\_genocide\\_2.html](http://www.gendercide.org/gendercide_and_genocide_2.html)

### Thursday Feb 27 Genocide & aftermath: The Former Yugoslavia

#### Shared readings:

Scan this background information to get a sense of the reasons for conflicts:

[http://en.wikipedia.org/wiki/Yugoslav\\_Wars](http://en.wikipedia.org/wiki/Yugoslav_Wars)

Todorova, Teodora. "Giving memory a future': Confronting the legacy of mass rape in post-conflict Bosnia-Herzegovina." *Journal of International Women's Studies* 12, 2, 2011:3-15.

Strupinskiene, Lina. "Living in the shadows of past atrocities: War babies of Bosnia." *Wagadu* (a journal) 10, 2012:55-71.

Enloe, Cynthia. "All the men are in the militias, all the women are victims." Pp. 99-118 in her book, *The Curious Feminist*. Univ. of California Press, 2004. (she explains how military officials systematically socialized soldiers into committing genocide) @

#### Optional:

Milojevic, Ivana. "Gender and the 1999 war in and around Kosovo." *Social Alternatives* 22, 2, 2003:28-36.

Godec, Samantha. "Between rhetoric and reality: Exploring the impact of military humanitarian intervention upon sexual violence—post-conflict sex trafficking in Kosovo." *International Review of the Red Cross* 92, 877, 2010:235-58.

## **Week 9 Gender and Conflict in Rwanda / Women End War in Liberia**

**Tuesday Mar 4 Rwanda**

### **Shared readings:**

Scan this background info before class to get a context for the Rwandan case:

[http://en.wikipedia.org/wiki/Rwandan\\_Genocide](http://en.wikipedia.org/wiki/Rwandan_Genocide)

Hogg, Nicole. "Women's participation in the Rwandan genocide: Mothers or monsters?" *International Review of the Red Cross* 92, 877, 2010:69-102.

Uwineza, Peace and Vanessa Brown. "Engendering recovery: Rwanda." Pp. 139-61 in S. Cheldelin and M. Eliatamy, eds. *Women Waging War and Peace*. Continuum, 2011. @

Cherry, Janet and Celestin Hategekimana. "Ending gender-based violence through grassroots women's empowerment: Lessons from post-1994 Rwanda." *Agenda* 95/27, 1, 2013:100-113.

### **Optional:**

Kantengwa, M. Juliana. "The will to political power: Rwandan women in leadership." *IDS Bulletin* 41, 5, 2010:72-80.

Hron, Madelaine. "Icyireze in Rwanda fifteen years post-genocide." *Peace Review* 21, 2009:275-79.

**Thursday Mar 6: Liberian Women Who Ended the War**

### **Shared readings:**

Read background info on Liberian conflict related to film before class:

[http://en.wikipedia.org/wiki/Second\\_Liberian\\_Civil\\_War](http://en.wikipedia.org/wiki/Second_Liberian_Civil_War)

Fuest, Veronika. "'This is the time to get in front': Changing roles and opportunities for women in Liberia." *African Affairs* 107/427, 2008:201-24.

Film: *Pray the Devil Back to Hell* (we will view this in class)

### **Optional:**

Gbowee, Leymah. *Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War*. Beast Books, 2011. LIB

Film: "Another War" (about problem of sexual violence against children and women in Liberia during and after the war, focuses on survivors, programs for survivors, empowerment programs, causes, and inadequate laws and courts) 30 min. <http://vimeo.com/17083011>

**Week 10 Spring Break NO CLASS**

**Week 11 Afghanistan**

**Tuesday Mar 18 Afghanistan**

### **Shared readings:**

Malalai Joya book, *A Woman Among Warlords*

**DISCUSSION assignment:** What does Joya think about the US invasion and occupation? Does she view the US as liberating women? Bring some notes on what you find about this in the book and hand in at the end of class.

**Optional:**

Kozol, Wendy. "Visual witnessing and women's human rights." *Peace Review* 20, 2008:67-75.

Mills, Margaret and Sally Kitch. "Afgan women leaders speak: An academic activist conference, Merson Center for International Security Studies, Ohio State University, November 17-19, 2005." *NWSA Journal* 18, 3, 2006:191-201.

Action Aid. "A just peace? The legacy of war for the women of Afghanistan." A report. 19 pp. Action Aid International, 2011. @

**Thursday Mar 20 Women's Rights as Human Rights**

**Shared readings:**

Bunch, Charlotte. "Transforming human rights from a feminist perspective." Pp. 11-17 in Julie Peters & Andrea Wolper, eds. *Women's Rights Human Rights*. Routledge, 1995. @

Friedman, Elisabeth. "Women's human rights: The emergence of a movement." Pp. 18-35 in Julie Peters & Andrea Wolper, eds. *Women's Rights Human Rights*. Routledge, 1995. @

**Optional:**

CEDAW-Committee on the Elimination of Discrimination against Women (United Nations). "Concept note: General Discussion on the protection of women's human rights in conflict and post-conflict contexts." 2010. 33 pp.

**Week 12 Feminism and the Legacy of Revolution in Latin America, Introduction & Part 1**

**Tuesday Mar 25 Introduction, Nicaragua**

**Shared readings:**

Kampwirth book: Introduction and Chapters 1 & 2 (pp. 1-74)

**Optional:**

Film: *Sex and the Sandinistas* (about LGBT people's lives and activism in Nicaragua during and following the revolution), 1991, 25 min. [warning: there are some audio problems in a few places]

**Thursday Mar 27 El Salvador**

**Shared readings:**

Kampwirth book: Chapter 3 (pp. 75-111)

Silber, Irina Carlota. "Mothers/fighters/citizens: Violence and disillusionment in post-war El Salvador." *Gender & History* 16, 3, 2004:561-87.

**View this film before coming to class:** *Maria's Story* (about a combatant and her family and how the FMLN interacts with local communities) 1991, 1 hour [she is very charismatic and the story is compelling as it takes us behind the scenes during the struggle; this film led Senator Jesse Helms to demand cutting funding for PBS after it was shown on TV because the US considered the FMLN to be a "terrorist" group]

## **Week 13 Feminism and the Legacy of Revolution in Latin America, Part 2**

**Tuesday Apr 1 Chiapas**

### **Shared readings:**

Kampwirth book: Chapters 4 Zapatistas/Chiapas (pp. 112-64)

### **Optional:**

Mora, Mariana. "Zapatismo: Gender, power, and social transformation." Pp. 164-76 in L. Lorentzen & J. Turpin, eds. *The Women and War Reader*. NYU Press, 1998. @

**Thursday Apr 3 EXAM 2 today**

## **Week 14 Peacebuilding**

**Tuesday Apr 8 Conclusion to Kampwirth**

### **Shared readings:**

Kampwirth book: Chapter 5 Conclusion (pp.165-94)

**DISCUSSION assignment:** How would you summarize the main points that Kampwirth is making in her book? Are you convinced or has she raised some questions that you feel are left unaddressed? Bring in a sheet of paper with some of with your ideas and hand in at the end of class for credit.

### **Optional:**

Sajjad, Tazreena. "Women guerillas: Marching toward true freedom?" *Agenda* 59, 2004:4-59.  
(looks at El Salvador, Algeria, Iran, Sri Lanka)

**Thursday Apr 10 Peacebuilding**

### **Shared readings:**

El-Bushra, Judy. "Feminism, gender, and women's peace activism." *Development and Change* 38, 1, 2007:131-47.

Al-Ali, Nadja and Nicola Pratt. "Toward a feminist and anti-imperialist politics of peace." Pp. 163-180 in Al-Ali & Pratt, eds. *What Kind of Liberation? Women and the Occupation of Iraq*. Univ. of California Press, 2009.@

Raven-Roberts, Angela. "Gender mainstreaming in United Nations peacekeeping operations: Talking the talk, tripping over the walk." Pp 43-63 in Dyan Mazurana, Angela Raven-Roberts, and Jane Parpart, eds. *Gender, Conflict, and Peacekeeping*. Rowman & Littlefield, 2008. @

**DISCUSSION question:** Why is it critical for both men and women to be involved in peacebuilding?

**Optional:**

Nakaya, Sumie. "Women and gender equality in peace processes: From women at the negotiating table to postwar structural reforms in Guatemala and Somalia." *Global Governance* 9, 2003:459-76.

(the following are teaching manuals for women's groups, NGOs, and government agencies)

Unifem. "Women building peace and preventing sexual violence in conflict-affected contexts: A review of community-based approaches." A report. October 2007. 24 pp.  
<http://www.refworld.org/docid/49997adbd.html>

Nilsson, Isabelle. *Make Room for Peace—a guide to women's participation in peace processes*. Kvinna till Kvinna Foundation, 2011. 23 pp.  
<http://kvinnatillkvinna.se/en/files/qbank/c70daf247944fe3add32218f914c75a6.pdf>

**Week 15**

**Tuesday Apr 15** *Putting together our feminist perspective on engendering conflict and peace*

Today we will take time to draw some conclusions from what we have learned in this course

**Thursday Apr 17** **FINAL PAPER DUE by next Monday (send by email or hand in today)**

We will discuss your paper research in class.

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

**Course: WGGST 3302**

**Instructor: Lesia Pahulich**

**Summary: Women of Color and Social Activism**

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> <li>YouTube</li> <li>Kanopy</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal 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			Privacy policies are present for Kanopy and YouTube.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	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			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			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			Accessibility policies for Kanopy and YouTube are included.
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.
---	---	--	---

**Reviewer Information**

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

**Notes: Personal accounts to services such as Skype should not be used for University business. Please use Skype for Business, Microsoft Teams or Zoom for office hours. Other than that, this is good to go!**

<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/>