

## Term Information

Effective Term Summer 2021  
*Previous Value* Summer 2012

## Course Change Information

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

Adding a Distance Learning offering for this course

**What is the rationale for the proposed change(s)?**

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3370
Course Title	Sexualities and Citizenship
Transcript Abbreviation	Sexualty Citzenshp
Course Description	A survey of cultural, social, and political issues related to historical and contemporary lesbian experience in the United States.
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
<i>Previous Value</i>	<i>No</i>
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

*Previous Value* 370  
Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior  
*Previous Value* Junior

## Requirement/Elective Designation

### General Education course:

Social Diversity in the United States

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

- Fulfills GE category of diversity: social diversity in the US

### Content Topic List

- History of same sex desire
- Early gay and lesbian organizing
- Butch/femme
- Lesbian feminism
- Drags, trans, intersex
- Sex wars
- Communities and inclusion
- Health
- Politics, rights, anti-violence
- Representation
- Visual cultures
- Literature

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
3370 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/07/2021

**Attachments**

- WGSST 3370 ASC Tech Review.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- 3370 Shchurko Syllabus (SP20).pdf: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 3370 SP21 DL.docx: DL Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 04:45 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 04:54 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 05:12 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 05:12 PM	ASCCAO Approval

**WGSST 3370: Sexualities and Citizenship – ONLINE**  
Department of Women's, Gender and Sexuality Studies  
Spring 2021

**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**

The goal of this course is to look at how constructions of sexuality and citizenship are used, negotiated, excluded, controlled, normalized, and supported in different contexts globally. This course questions what it means to be a sexual citizen, and how these definitions are fluid and static. Additionally, this course looks at how issues of colonization, (im)migration, human rights, globalization, neoliberalism, political homophobia, poverty, sex work, gender identity, and sexual practices interact in the U.S. and transnational contexts. This course will examine how sexual identities and hierarchies have been constructed and maintained, as well as how political activism has shaped these identities nationally and transnationally.

**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 how constructions of sexuality and citizenship are used, negotiated, controlled, normalized, and supported in different contexts globally.
- To enhance awareness of what it means to be a sexual citizen, and how the definitions are fluid and static.
- To recognize the importance of how issues of colonization, (im)migration, human rights, globalization, neoliberalism, political homophobia, poverty, sex work, gender identity, and sexual practices interact in the U.S. and transnational contexts.
- To demonstrate conceptual understanding of the intersections among oppressions, including homophobia, transphobia, sexism, racism, colonialism, imperialism, and classism.
- To recognize the importance of sexuality, gender, race, and nationality in shaping and organizing social norms and institutions in the U.S. and across the world.
- To enhance awareness, respect, and appreciation of diversity in society.
- To demonstrate critical thinking skills and use appropriate evidence to develop a strong argument.

### **General Education**

This course fulfills the general education requirements for **Social Diversity in the U.S.**

Sexualities and Citizenship fulfills the Social Diversity in the U.S. GE requirement by interrogating and analyzing the varied ways sexuality, gender, race, class, ethnicity, and nationality affect institutions, society and culture in the United States. Students learn the construction of social categories and use this knowledge to critique injustice and promote awareness and acceptance.

### **Diversity: Social Diversity in the U.S.**

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

### **Expected Learning Outcomes**

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

### **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:**

Part of the assigned films & videos will be available through **OSU's Secured Media Library** at <https://drm.osu.edu>. You must log in with your OSU User Name and Password, and click on "Assigned Playlists." Select the assigned film for our course and click on it.

**Other videos and films** will be available through **YouTube** link or **Kanopy**. The links are provided in Course Schedule. For the videos from **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](http://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.**

Continuous engagement with this course is essential to learning the material. Students are expected to log in to the course and engage with assignments and discussions for every week, participating at least once per week in assignments. Students who need to miss an assignment or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

### 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** (2 points) – due by January 17, Sunday 11:59 pm
- **Introduction post** (2 points) – due by January 17, Sunday 11:59 pm
- **Ruminations** (7 points each; 4 ruminations x 7 = 28 points total) – due on Sundays by 11:59 pm, during weeks 2, 3, 4, and 5:
  - Rumination #1 due January 24, 11:59 pm;
  - Rumination #2 due January 31, 11:59 pm;
  - Rumination #3 due February 7, 11:59 pm;
  - Rumination #4 due February 14, 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 a question for each week in a text entry box. Your rumination should be between 400-450 words. You should complete **FOUR ruminations** over the course of the semester.

For a Rumination (400-450 words) you will have to: reply to my question for the week and support your answer by citing readings assigned for the week (assigned readings are listed in the course schedule in the syllabus).

- **MIDTERM:** (15 points) – due March 7, 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 Thursdays by 11:59 pm (starting from week 6). 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 January 24, 11:59 pm. I will create a form for students to sign up.

Starting from week 6, three or four students will be responsible to write Discussion Leading Posts, which will function as ‘discussion starters’ for each week. Posts should be posted in the toolbar’s section “Discussions” – “week # - Discussion Leading Posts and Comments.” Post should be between **400-450 words**.

During the weeks when you are not responsible for a Discussion Leading Post, you must respond to any of your classmates’ Discussion Leading Posts with a Comment.

A Discussion Leading Post should provide critical analysis of the reading/s assigned for that particular week (assigned readings are listed in the course schedule in the syllabus). 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. I encourage you to draw parallels and connections between the week’s readings. **In your post, you should pose a specific question/questions for the class.**

- **Comments on Discussion Leading Posts** (5 points each; 5 comments x 5 = 25 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, if a student is not assigned to do a Discussion Leading Post for that week. You should post your Comment as a reply to the particular Discussion Leading Post in the toolbar’s section “Discussions” – “week # - Discussion Leading Posts and Comments.” Each student should complete **FIVE 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 relevant evidence (**you should cite at least one reading or video assigned for the week**). Your comment should be **between 150-200 words**.

- **Final Paper** (18 points total):

For your final assignment you will write a paper proposal and a 3-4 page (double-spaced) final paper. So, there are two parts to this assignment:

- a) **Paper Proposal (3 points):** By **Sunday, March 21, 11:59 pm**, students will submit a 150-250 word paper proposal.
- b) **Final Paper (15 points):**

Your final project will be a 3-4 page research paper related to the course. What topic related to the course do you think deserves further research and thought? What topic motivates you either personally or politically (or both)? How can you use your own passion to generate a final project? The most exciting projects are motivated by personal investments. Take the time to brainstorm and journal about potential ideas. I will provide further details as the date approaches. **Final papers are due Monday, April 26 by 11:59 pm.** Students must have an approved proposal to submit the paper for grading.

## 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	2
Introduction Post	2
Four Ruminations	28
Midterm	15
One Discussion Leading Post	10
Five Comments on Posts	25
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 3370 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. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at (614) 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](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)

CONTACT	WALK IN
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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>	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.
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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
<b>Week 1 (Jan 11-17)</b>  Course Introduction: Sexuality, Gender, and Citizenship	Course syllabus, assignments instructions and other guidelines  <b>Read</b> 1. Richardson, Diane (2018). <i>Sexuality and Citizenship</i> , Chapter 1, pp.1-17 (CARMEN) 2. <a href="#">GLAAD, “Transgender Vocabulary Sheet”</a> (online) 3. Spade, Dean (2010). Transgender Issues and the Law, Introduction, pp. 445-450. (CARMEN)  <b>Watch</b> 4. Southerners on New Ground, <a href="#">Queering Immigration</a> (2013), 7 min. 5. Yosimar Reyes, <a href="#">The Legalities of Being</a> (2012), 4 min.	Complete <b>Syllabus Quiz</b> by January 17, Sunday, 11:59 pm  Write an <b>Introduction Post</b> by January 17, Sunday, 11:59 pm  <b>Sign up for a Discussion Leading Post</b> by January 24, Sunday, 11:59 pm
<b>Week 2 (Jan 19-24)</b>  Concepts and Theoretical Frames	<b>Read</b> 1. Richardson, Diane (2018) “Chapter 2: What Is Sexual Citizenship” In <i>Sexuality and Citizenship</i> , pp.31-48. (CARMEN) 2. Richardson, Diane (2018) “Chapter 3: Limits to Sexual Citizenship” In <i>Sexuality and Citizenship</i> , pp.49-66. (CARMEN) 3. Richardson, Diane (2018) “Chapter 4: Sexualizing Citizenship: Now You See It, Now You Don’t” In <i>Sexuality and Citizenship</i> , pp.67-86. (CARMEN)	Submit a <b>Rumination</b> by January 24, Sunday 11:59 pm  <b>Sign up for a Discussion Leading Post</b> by January 24, Sunday, 11:59 pm

	4. Yuval-Davis, Nira (1997) "Citizenship and Difference," In <i>Gender &amp; Nation</i> , pp.68-92. (CARMEN)	
<b>Week 3</b> (Jan 25-31)  Historic Constructs of Sexualities: Part 1	<b>Read</b> 1. Glenn, Evelyn Nakano (2002) "Chapter 2: Citizenship: Universalism and Exclusion," In <i>Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor</i> , pp. 18-55. (CARMEN) 2. Somerville, Siobhan (2000), "Scientific Racism and the Invention of the Homosexual Body." In <i>Queering the Color Line</i> , pp.15-38. (CARMEN) 2. Rubin, Gayle (1984). "Thinking Sex," pp.143-160. (CARMEN)	Submit a <b>Rumination</b> by January 31, Sunday 11:59 pm.
<b>Week 4</b> (Feb 1-7)  Historic Constructs of Sexualities (Part 2): Coloniality of Gender and Sexuality	<b>Read</b> 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)	Submit a <b>Rumination</b> by February 7, Sunday 11:59 pm.
<b>Week 5</b> (Feb 8-14)  Historic Constructs of Sexualities (Part 3): Legal Constructions	<b>Read</b> 1. Shah, Nayan (2012). "Intimate Ties and State Legitimacy." In <i>Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West</i> , pp.153-188. (CARMEN) 2. Hicks, Cheryl (2010). "Mabel Hampton in Harlem: Regulating Black Women's Sexuality in the 1920s," pp.435-451. (CARMEN)	Submit a <b>Rumination</b> by February 14, Sunday 11:59 pm.
<b>Week 6</b> (Feb 15-21)  Debates over Sexuality, Queer, and Gender	<b>Read</b> 1. Rimmerman, Craig (2015). "The Conflict over HIV/AIDS Policy," pp.33-74. (CARMEN). 2. Rimmerman, Craig (2015). "Don't Ask, Don't Tell: Policy Perspectives on the Military Ban," pp.75-109. (CARMEN)	Post a <b>Discussion Leading Post</b> by February 18, Thursday, 11:59 pm (for those who signed up for this week).

<p>Politics in the U.S.: Part 1</p>	<p><b>Watch</b> 3. <a href="#"><u>United in Anger: A History of ACT UP</u></a> (Dir. Jim Hubbard, 2012) 94 mins. [Kanopy]</p>	<p>Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by February 21, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p>Week 7 (Feb 22-28)  Debates over Sexuality, Queer, and Gender Politics in the U.S.: Part 2</p>	<p><b>Read</b> 1. Rimmerman, Craig (2015). "Jilted at the Altar: The Debate over Same-Sex Marriage," pp.111-149. (CARMEN) 2. Kandaswamy, Priya (2008). "State Austerity and the Racial Politics of Same-Sex Marriage in the US," pp.706-722. (CARMEN). 3. Spade, Dean (2015). "This Is a Protest, Not a Parade!" in <i>Normal Life</i>, pp.117-138. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by February 25, Thursday, 11:59 pm (for those who signed up for this week).  Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by February 28, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p>Week 8 (Mar 1-7) Midterm week. Midterm – due March 7, Sunday, 11:59 pm.</p>		
<p>Week 9 (Mar 8-14)  Neoliberalism, Sexuality, and Claims to Citizenship</p>	<p><b>Read</b> Duggan, Lisa (2003), <i>The Twilight of Equality: Neoliberalism, Cultural Politics, and the Attack on Democracy</i>. Boston: Beacon Press. pp. 1-88.</p>	<p>Post a <b>Discussion Leading Post</b> by March 11, Thursday, 11:59 pm (for those who signed up for this week).  Respond to any of your classmates' Discussion Leading Posts with a <b>Comment</b> by March 14, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>

<p><b>Week 10</b> (Mar 15-21)</p> <p>Globalizing Sexuality and Citizenship (Part 1)</p>	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Bell, David and Jon Binnie (2004). "Authenticating Queer Space: Citizenship, Urbanism and Governance," pp. 1807–1818. (CARMEN)</li> <li>2. Hanhardt, Christina B. (2013) "Introduction," In <i>Safe Space: Gay Neighborhood History and the Politics of Violence</i>, pp.1-33. (CARMEN)</li> </ol>	<p>Post a <b>Discussion Leading Post</b> by March 18, Thursday, 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 March 21, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p> <p>Submit a <b>Proposal</b> of your Final Paper by March 21, Sunday 11:59 pm (for everyone).</p>
<p><b>Week 11</b> (Mar 22-28)</p> <p>Globalizing Sexuality and Citizenship (Part 2)</p>	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Mohanty, Chandra Talpade (2003). "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles," pp.221-251. (CARMEN)</li> <li>2. Alexander, M. Jacqui (2005). "Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism," pp.81-103. (CARMEN)</li> </ol>	<p>Post a <b>Discussion Leading Post</b> by March 25, Thursday, 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 March 28, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>Week 12</b> (Mar 29 – Apr 4)</p> <p>Sexual Rights and Citizenship</p>	<p>Review the Yogyakarta Principles: View the Principles at <a href="http://www.yogyakartaprinciples.org">http://www.yogyakartaprinciples.org</a>. Once you are at the website, click on "English," then</p>	<p>Post a <b>Discussion Leading Post</b> by April 1, Thursday, 11:59 pm (for those who signed up for this week).</p>

	<p>click on “View official version PDF” on top left corner.</p> <p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Lind, Amy (2009). “Governing Intimacy, Struggling for Sexual Rights: Challenging Heteronormativity in the Global Development Industry,” pp. 34-40 (CARMEN)</li> <li>2. Budhiraja, Sangeeta, Susana Fried and Alexandra Texeira (2010). “Spelling It Out: From Alphabet Soup to Sexual Rights and Gender Justice,” pp. 131-144. (CARMEN)</li> <li>3. Kahlina, Katja (2015). “Local Histories, European LGBT Designs: Sexual Citizenship, Nationalism, and ‘Europeanisation’ in Post-Yugoslav Croatia and Serbia,” pp.73–81. (CARMEN)</li> <li>4. Puar, Jasbir (2013). “Homonationalism as Assemblage: Viral Travels, Affective Sexualities,” pp.23–43. (CARMEN)</li> </ol>	<p>Respond to any of your classmates’ Discussion Leading Posts with a <b>Comment</b> by April 4, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>Week 13</b> (Apr 5-11)</p> <p>Sexuality, Gender, and (Im)migration</p>	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>1. Luibhéid, Eithne (2002). <i>Entry Denied: Controlling Sexuality at the Border</i>, Introduction, pp.ix- xxv. (CARMEN)</li> <li>2. Luibhéid, Eithne (2002). <i>Entry Denied: Controlling Sexuality at the Border</i>, Chapter 2, pp.31-54. (CARMEN)</li> <li>3. Somerville, Siobhan B. (2005) "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 U.S. Immigration and Nationality Act." In <i>Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings</i>, pp.75-87. (CARMEN)</li> <li>4. Solomon, Alisa (2005). “Trans/Migrant: Christina Madrazo’s All-American Story.” In <i>Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings</i>, pp.3-24. (CARMEN)</li> </ol> <p><b>Watch</b></p> <ol style="list-style-type: none"> <li>5. Queer Undocumented Immigrants Project Video, “<a href="#">HRC Don’t Push Us Back Into the Closet</a>,” (2013, 1:40 min, YouTube).</li> </ol>	<p>Post a <b>Discussion Leading Post</b> by April 8, Thursday, 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 April 11, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>

<p><b>Week 14</b> (Apr 12-18)</p> <p>Visions, Futures, Activism</p>	<p><b>Read</b></p> <p>1. McGuirk, Siobhán, Jara Carrington, Claudia Cojocar, Jamila Hammami, and Marzena Zukowska (2018). "Centering Intersectional Politics: Queer Migration Activism 'After Marriage'," pp.130-147. (CARMEN)</p> <p>2. Blackwell, Maylei (2017). "Geographies of Indigeneity: Indigenous Migrant Women's Organizing and Translocal Politics of Place," pp.156-178. (CARMEN)</p> <p>3. White, Melissa Autumn (2014). "Documenting the Undocumented: Toward a Queer Politics of No Borders," pp. 976–995. (CARMEN)</p>	<p>Post a <b>Discussion Leading Post</b> by April 15, Thursday, 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 April 18, Sunday 11:59 pm (for all students who are not doing a discussion leading post this week).</p>
<p><b>FINAL due April 26, Monday, 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.

## SYLLABUS

WGSST 3370, **Sexualities and Citizenship**, Spring 2020

TuTh 12:45 - 2:05; Cockins Hall 218

**Instructor:** Tatsiana Shchurko

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

**Office Hours:** Thursday 2:15 – 4:00 pm, and other days and times by appointment.

**Office:** University Hall 037 (GTA office)

### Course Description

The goal of this course is to look at how constructions of sexuality and citizenship are used, negotiated, excluded, controlled, normalized, and supported in different contexts globally. This course questions what it means to be a sexual citizen, and how these definitions are fluid and static. Additionally, this course looks at how issues of colonization, (im)migration, human rights, globalization, neoliberalism, political homophobia, poverty, sex work, gender identity, and sexual practices interact in the U.S. and transnational contexts. This course will examine how sexual identities and hierarchies have been constructed and maintained, as well as how political activism has shaped these identities nationally and transnationally.

*This syllabus may be amended by announcements in class, over email, and on Carmen. Please check your email and Carmen online announcements prior to each class.*

### Disability Statement

**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; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### Course goals:

- To become familiar with how constructions of sexuality and citizenship are used, negotiated, controlled, normalized, and supported in different contexts globally.
- To enhance awareness of what it means to be a sexual citizen, and how the definitions are fluid and static.
- To recognize the importance of how issues of colonization, (im)migration, human rights, globalization, neoliberalism, political homophobia, poverty, sex work, gender identity, and sexual practices interact in the U.S. and transnational contexts.
- To demonstrate conceptual understanding of the intersections among oppressions,

including homophobia, transphobia, sexism, racism, colonialism, imperialism, and classism.

- To recognize the importance of sexuality, gender, race, and nationality in shaping and organizing social norms and institutions in the U.S. and across the world.
- To enhance awareness, respect, and appreciation of diversity in society.
- To demonstrate critical thinking skills and use appropriate evidence to develop a strong argument.

### **General Education**

This course fulfills the general education requirements for **Social Diversity in the U.S.** Sexualities and Citizenship fulfills the Social Diversity in the U.S. GE requirement by interrogating and analyzing the varied ways sexuality, gender, race, class, ethnicity, and nationality affect institutions, society and culture in the United States. Students learn the construction of social categories and use this knowledge to critique injustice and promote awareness and acceptance.

### **Diversity: Social Diversity in the U.S.**

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

### **Expected Learning Outcomes**

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

### **Attendance policy:**

Each student will be **allowed three absences** to account for sick days, religious holidays, and the like. **After three absences, your grade will be lowered by three points for each additional absence.** Three tardies equals one absence. Arriving significantly late or leaving significantly early counts as an absence.

**If you have extenuating circumstances, please discuss them with me ahead of time.**

### **Required Course materials:**

- **All course readings are posted on Carmen Canvas under “Files” or online.**

I expect that students complete all assignments and readings prior to class to allow for engaging, productive class discussions.

During the course we will practice a close reading of the texts. Therefore, I expect you to obtain all required texts in time for you to read and make notes so that you will be prepared for class. All texts are available electronically. Whether you print out the texts or read electronic copies from a computer, you need to develop a note taking method. Bring your notes to class, as well as, readings. You will be referring to them during our class discussions.

## Assignments:

This course will utilize a mix of evaluative methods, including in-class assignments and participation, writing assignments, and a final paper.

Participation and attendance	20 points	20%
2 Ruminations	16 points (8 points each)	16%
10 Reading Response Posts	30 points (3 points each)	30%
Midterm	14 points	14%
Final Essay	20 points	20%

You may notice that there is a total of 100 possible points for course assignments; therefore, the total points possible for each assignment also equals its weight (%) in the overall grade.

- **Attendance and Engaged Classroom Participation** (20 points)

I expect students to participate thoughtfully and consistently in our shared learning environment. This is a discussion-based class. Therefore, you are required to come to class having read the materials assigned, with materials and your notes in hand, and ready to discuss them. You are required to bring the assigned texts to class each day; they may be printed out or viewed on laptops or tablets, but not cell phones. Participation will be evaluated based on active participation in-group discussions (e.g. asking questions, deep listening, offering thoughtful comments).

**! No more than three unexcused absences are permitted. Each additional absence will result in a penalty of three (3) points from your attendance and participation grade.**

**20 points** – You make regular contributions to discussion. You encourage, expand or discuss others' ideas and readings;

**15 points** – You thoughtfully contribute to class discussions occasionally;

**10 points** – You attend but don't participate in class discussions.

- **Ruminations** (16 points)

During the first weeks of classes, students should write ruminations on two topics:

- **Rumination 1 "SETTING THE TERMS: KEY CONCEPTS AND THEORETICAL FRAMES" (Week 2)** – due January 20, Monday 11:59
- **Rumination 2 "HISTORIC CONSTRUCTS OF SEXUALITIES AND CITIZENSHIP" (Week 3,4,5)** – due February 5, Monday 11:59

Your rumination should be between 400-450 words. You should complete **TWO ruminations** (each 8 points). In your rumination (400-450 words), you will do the following: critically reflect on the idea/s (discussed in the class or/and in the readings for the topic). Support your rumination by **citing at least 2 articles** assigned for the topic and by **providing** specific real-world **examples** or connections to your life experiences (you can use video as an example). You should upload your Ruminations through the toolbar's section "Assignments" on Carmen.

- **Reading Response Posts** (30 points) - due almost every Monday and Wednesday by 11:59 pm (starting from week 5)

Before almost each class, starting from week 5, students should post in the toolbar's section "Discussions" on Carmen. **See the Course Schedule for the detailed deadlines.** In general, there are 15 classes for which you may do a post. **You need to choose and post only for ten classes.** It means that you should complete **TEN posts over the course of the semester.**

The goal of reading responses is to prepare you for class by encouraging you to read for ideas, identify the key concepts and the main argument, and identify provocative passages relevant to the main argument. In the post, you can highlight the issues that seem central to you or identify questions that provoke thought, unsettle or remain uncertain for you.

Your responses should be at **least 150 words** in length and comment on (at least) one of the following things:

- Choose a passage of interest and analyze it.
- Elaborate how the reading relates to your experience.
- Discuss what is convincing about the author's claims, and where they could be developed.
- Say what lingering questions or points of confusion remain for you.
- Describe how the reading contributes to the section of the course we are in.
- Provide a summary of the main argument of the reading, identifying and defining key concepts and ideas.

Reading responses should focus on one reading or the set of readings for the certain class. Therefore they must be posted on the Carmen discussion forum **a day before the class (Monday or Wednesday) by 11:59 p.m.**

See the Course Schedule for specific deadlines.

A student may turn in only 1 reading response per class.

\*No late responses will be accepted\*

- **MIDTERM take-home essay** (14 points) – due March 5, 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.

- **Final Essay (5+15 points)** - due April 24, Friday 11:59

For your final assignment you will discuss a paper proposal with me and write a 3-4 page (double-spaced) final paper. So, there are two parts to this assignment:

a) **Paper Proposal (5 points)**

During the second half of the course (after Spring Break), you should meet with me to discuss your paper proposal. We can schedule a meeting during an office hours or for other days. **You should meet with me no later than April 17.**

b) **Final Paper (15 points):**

Your final project will be a 3-4 page research paper related to the course. What topic related to the course do you think deserves further research and thought? What topic motivates you either personally or politically (or both)? How can you use your own passion to generate a final project? The most exciting projects are motivated by personal investments. Take the time to brainstorm

and journal about potential ideas. I will provide further details as the date approaches. Final papers are due Friday, April 24 by 11:59 pm. Students must have an approved proposal to submit the paper for grading.

### 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-		

Ruminations and Reading Response Posts are graded according to the principle **Pass/Fail**. If your assignment meets the requirements you will get points. The grading rubrics for the Midterm, and Final Essay will be provided separately.

### Late assignments:

You are required to submit ALL assignments by the published deadline. **Late assignments will not be accepted unless confirmed by me prior to due date.** Since due dates are made explicit on the syllabus, please plan accordingly.

### 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. 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 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.

### Other course policies

#### 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.

**Content warning**

Some contents of this course may 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.

**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.

**Academic Misconduct 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.

**Student Advocacy Center Statement**

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/>.

**Student Academic Services (Buckeye Link)**

<p><b>CONTACT</b>          Email: <a href="mailto:buckeyelink@osu.edu">buckeyelink@osu.edu</a>          Phone: 614-292-0300          Fax: 614-292-5587</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>
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The services housed in this building include Admissions, Registrar, Financial Aid, Enrollment Services, Fees and Deposits, and Student Loan Disbursements.

## Course Schedule

### SEXUALITIES AND CITIZENSHIP: AN INTRODUCTION

#### Week 1

- Tuesday – 01/07 – Introduction
- Thursday – 01/09 – Richardson, Diane (2018) “Chapter 1: Making Sexual Citizenship” In *Sexuality and Citizenship*, pp.1-17
- GLAAD “[Transgender Vocabulary Sheet](#),” online
- Spade, Dean (2010) “Introduction: Transgender Issues and the Law,” *Seattle Journal for Social Justice*, 8 (2), pp. 445-450

### SETTING THE TERMS: KEY CONCEPTS AND THEORETICAL FRAMES

#### Week 2

- Tuesday – 01/14 – Richardson, Diane (2018) “Chapter 2: What Is Sexual Citizenship” In *Sexuality and Citizenship*, pp.31-48
- Richardson, Diane (2018) “Chapter 3: Limits to Sexual Citizenship” In *Sexuality and Citizenship*, pp.49-66
- Thursday – 01/16 – Richardson, Diane (2018) “Chapter 4: Sexualizing Citizenship: Now You See It, Now You Don’t” In *Sexuality and Citizenship*, pp.67-86
- Yuval-Davis, Nira (1997) “Citizenship and Difference,” In *Gender & Nation*, pp.68-92

**\*\*January 20<sup>th</sup> (Monday 11:59 pm) – last day to submit your Ruminations 1**

### HISTORIC CONSTRUCTS OF SEXUALITIES AND CITIZENSHIP

#### Week 3

- Tuesday – 01/21 – Glenn, Evelyn Nakano (2002) “Chapter 2: Citizenship: Universalism and Exclusion,” In *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*, pp. 18-55
- Thursday – 01/23 – Somerville, Siobhan (2000) “Scientific Racism and the Invention of the Homosexual Body,” In *Queering the Color Line*, pp.15-38

#### Week 4

- Tuesday – 01/28 – Sheller, Mimi (2012) “Chapter 1: History from the Bottom(s) Up,” In *Citizenship from Below: Erotic Agency and Caribbean Freedom*, pp.19-47

- Thursday – 01/30 – Driskill, Qwo-Li (2016) “The Queer Lady of Cofitachequi and Other ASEGI Routes,” In *Asegi Stories: Cherokee Queer and Two-Spirit Memory*, pp.39-100

### Week 5

- Tuesday – 02/4 – Shah, Nayan (2012). “Intimate Ties and State Legitimacy,” In *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*, pp.153-188.

**\*\*February 5<sup>rd</sup> (Monday 11:59 pm) – last day to submit your Ruminations 2**

## **DEBATES OVER LEGAL RECOGNITION AND POLITICS**

- Thursday – 02/6 **\*\* Reading Response Posts are due by Wednesday – 02/5 (11:59 pm)**
- Duggan, Lisa (2003) “Chapter 2: The Incredible Shrinking Public,” In *Neoliberalism, Cultural Politics, and the Attack on Democracy*, pp. 22-42
  - Rimmerman, Craig (2015) “Chapter 4: Don’t Ask, Don’t Tell: Policy Perspectives on the Military Ban,” In *Lesbian & Gay Movements: Assimilation or Liberation?* pp.75-109

### Week 6

- Tuesday – 02/11 **\*\* Reading Response Posts are due by Monday – 02/10 (11:59 pm)**
- Rimmerman, Craig (2015) “Chapter 5: Jilted at the Altar: The Debate over Same-Sex Marriage,” In *Lesbian & Gay Movements: Assimilation or Liberation?* pp.111-149
  - Kandaswamy, Priya (2008) “State Austerity and the Racial Politics of Same-Sex Marriage in the US,” *Sexualities*, 11(6), pp.706-722

## **POLICIES ON HIV AND REPRODUCTIVE JUSTICE**

- Thursday – 02/13 **\*\* Reading Response Posts are due by Wednesday – 02/12 (11:59 pm)**
- Ross, Loretta (2017) “A Reproductive Justice History,” In *Reproductive Justice: An Introduction*, pp.9-57

### Week 7

- Tuesday – 02/18 **\*\* Reading Response Posts are due by Monday – 02/17 (11:59 pm)**
- Rimmerman, Craig (2015) “Chapter 3: The Conflict over HIV/AIDS Policy,” In *Lesbian & Gay Movements: Assimilation or Liberation?* pp.33-74

- Thursday – 02/20 **\*\* Reading Response Posts are due by Wednesday – 02/19 (11:59 pm)**
- Strub, Sean (2017) “HIV: Prosecution or Prevention? HIV Is Not a Crime,” In *The War on Sex* (edited by David M. Halperin and Trevor Hoppe), pp. 347-351
  - Huang, Hans Tao-Ming (2017) “HIV Care as Social Rehabilitation: Medical Governance, the AIDS Surveillance Industry, and Therapeutic Citizenship in Neoliberal Taiwan,” In *The War on Sex* (edited by David M. Halperin and Trevor Hoppe), pp.378-397

## VISIONS OF RIGHTS AND JUSTICE

### Week 8

- Tuesday – 02/25 **\*\* Reading Response Posts are due by Monday – 02/24 (11:59 pm)**
- Lind, Amy (2009) “Governing Intimacy, Struggling for Sexual Rights: Challenging Heteronormativity in the Global Development Industry,” *Development*, 52(1), pp. 34-40
  - Budhiraja, Sangeeta, Susana Fried and Alexandra Texeira (2010). “Spelling It Out: From Alphabet Soup to Sexual Rights and Gender Justice,” In *Development, Sexual Rights and Global Governance* (edited by Amy Lind), pp. 131-144
- Thursday – 02/27 **\*\* Reading Response Posts are due by Wednesday – 02/26 (11:59 pm)**
- Berlant, Lauren (1997) "Chapter 4: Queer Nationality (written with Elizabeth Freeman)," In *The Queen of America Goes to Washington City: Essays on Sex and Citizenship*, pp. 145-173
  - Spade, Dean (2015) “This Is a Protest, Not a Parade!” In *Normal Life*, pp.117-138

## MIDTERM

### Week 9

- Tuesday – 03/3
- No class. Work on the Midterm paper
  - Attend Jennifer Hirsch and Shamus Book Talk: "[Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus](#)" (Exact details are still TBD, but March 5th is confirmed)
- Thursday – 03/5
- No class. **MIDTERM** (take-home essay) due by 11:59 pm (03/5)

### Week 10 - **SPRING BREAK**

## GLOBALIZING SEXUALITY AND CITIZENSHIP

### Week 11

- Tuesday – 03/17    **\*\* Reading Response Posts are due by Monday – 03/16 (11:59 pm)**
- Alexander, M. Jacqui (2006) “Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism,” In *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred* pp.81-103
  - Duggan, Lisa (2003) “Chapter 3: Equality, Inc.,” In *Neoliberalism, Cultural Politics, and the Attack on Democracy*, pp. 43-66
- Thursday – 03/19    **\*\* Reading Response Posts are due by Wednesday – 03/18 (11:59 pm)**
- Puar, Jasbir (2013). “Homonationalism as Assemblage: Viral Travels, Affective Sexualities,” *Jindal Global Law Review*, 4(2), pp.23–43
  - El-Tayeb, Fatima (2011) “Chapter 4: 'Because It Is Our Stepfatherland': Queering European Public Spaces,” In *European Others: Queering Ethnicity in Postnational Europe*, pp.121-161

### Week 12

- Tuesday – 03/24    **\*\* Reading Response Posts are due by Monday – 03/23 (11:59 pm)**
- Bell, David and Jon Binnie (2004) “Authenticating Queer Space: Citizenship, Urbanism and Governance,” *Urban Studies*, 41(9), pp. 1807–1818
  - Hanhardt, Christina B. (2013) “Introduction,” In *Safe Space: Gay Neighborhood History and the Politics of Violence*, pp.1-33

## SEXUALITIES AND MIGRATION

- Thursday – 03/26    **\*\* Reading Response Posts are due by Wednesday – 03/25 (11:59 pm)**
- Luibhéid, Eithne (2002) “Introduction: Power and Sexuality at the Border,” In *Entry Denied: Controlling Sexuality at the Border*, pp.ix- xxv
  - Luibhéid, Eithne (2002) “Chapter 2: A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination against Chinese Women,” In *Entry Denied: Controlling Sexuality at the Border*, pp.31-54

### Week 13

- Tuesday – 03/31    **\*\* Reading Response Posts are due by Monday – 03/30 (11:59 pm)**
- Luibhéid, Eithne (2005) "Introduction: Queering Migration and Citizenship," In *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (edited by Eithne Luibhéid and Lionel Cantu Jr.), pp.ix-xxxv
  - Somerville, Siobhan B. (2005) "Sexual Aliens and the Racialized State: A

Queer Reading of the 1952 U.S. Immigration and Nationality Act," In *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (edited by Eithne Luibhéid and Lionel Cantu Jr.), pp.75-87

## QUEER MIGRATION AND DIASPORA

- Thursday – 04/2      **\*\* Reading Response Posts are due by Wednesday – 04/1 (11:59 pm)**
- Solomon, Alisa (2005) "Trans/Migrant: Christina Madrazo's All-American Story," In *Queer migrations: Sexuality, U.S. Citizenship, and Border Crossings* (edited by Eithne Luibhéid and Lionel Cantu Jr.), pp.3-24
  - McGuirk, Siobhán, Jara Carrington, Claudia Cojocar, Jamila Hammami, and Marzena Zukowska (2018) "Centering Intersectional Politics: Queer Migration Activism 'After Marriage'," In *Queer Activism after Marriage Equality* (edited by Joseph Nicholas DeFilippis, et al.), pp.130-147

### Week 14

- Tuesday – 04/7      **\*\* Reading Response Posts are due by Monday – 04/6 (11:59 pm)**
- Manalansan IV, Martin F. (2005) "Migrancy, Modernity, Mobility: Quotidian Struggles and Queer Diasporic Intimacy," In *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings* (edited by Eithne Luibheid and Lionel Cantu Jr.), pp.146-158
  - Gopinath, Gayatri (2002) "Local Sites/Global Contexts: The Transnational Trajectories of Deepa Mehta's Fire," In *Queer Globalizations: Citizenship and the Afterlife of Colonialism* (edited by Arnaldo Cruz-Malavé and Martin F. Manalansan), pp.149-159

## NEW PERSPECTIVES AND VISIONS ON MIGRATION

- Thursday – 04/9      **\*\* Reading Response Posts are due by Wednesday – 04/8 (11:59 pm)**
- Blackwell, Maylei (2017) "Geographies of Indigeneity: Indigenous Migrant Women's Organizing and Translocal Politics of Place," *Latino Studies*, 15(2), pp.156-178
  - White, Melissa Autumn (2014) "Documenting the Undocumented: Toward a Queer Politics of No Borders," *Sexualities*, 17(8), pp. 976–995

### Week 15 **FINAL WEEK**

- Tuesday – 04/14      – Course Wrap-Up. Check-in on final papers
- Thursday – 04/16      – No class. Work on the final paper

**\*\*April 24<sup>th</sup> (Friday 11:59 pm) – last day to Submit your Final Essay**

## 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>

SEP

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.

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

**Course: WGGST 3370**

**Instructor: Lesia Pahulich**

**Summary: Sexualities and Citizenship**

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>• Secured Media Library</li> <li>• Kanopy</li> <li>• YouTube</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/>